



Class E178

Book 2

.R623

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"Things that address the ear are lost and die in one short hour,
But that which strikes the eye lives long upon the mind."

GRAPHIC HISTORY

CORRELATED AND ILLUSTRATED
HISTORY
PEN SKETCHES

OUR COUNTRY
IN PICTURE

ARRANGED UNDER THE
SUPERVISION OF
ARNO L. ROACH.

DISCOVERIES
COLONIES
WARS
SCIENCE
LITERATURE
ART



NATIONAL
PROGRESS
LEAGUE



CHICAGO
AND
KANSAS CITY



E178

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R623

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This Volume Contains

PART ONE

Graphic History

PART TWO

Manual of Methods

PART THREE

Supplement

Foreword

This work is not designed to supplant the regular texts on history, but to supplement all of them and to present historical facts in the best possible way.

It correlates the important events of our country's history in such a way as to fix them definitely in the mind.

It associates ideas, so that in remembering one we recall others.

It classifies and organizes historical facts, bringing out the logical relations, so that the information becomes significant and harmonious.

It illustrates epochs and events, forming a fixed mental picture, and makes the eye assist the memory.

This association of ideas is memory's strongest support; this illustrative teaching is in keeping with the spirit of the times; this correlative work is in accord with modern methods.

History studied in this manner becomes an inspiration to the pupils, and in contrast to the text-taught pupils they will readily remember the interesting facts of our nation's history and can locate definitely all important events of our country's progress.

The hundreds of questions suggested by the illustrations will keep the pupils busy and the answers will form a basis for a thorough understanding of the subject.

The pen sketch is not supposed to contain the information to answer the questions so much as to suggest the questions and supply an easy means for memorizing the answer.

CONTENTS

Preview

Discoveries and Explorations

Mound Builders	French Explorations
Norsemen	English Explorations
American Indians	Dutch Explorations
Columbus	Review of Explorations
Spanish Explorations	Questions and Exercises

Thirteen Colonies

Virginia	New Jersey
Massachusetts	South Carolina
New York	Pennsylvania
New Hampshire	Georgia
Maryland	Colonial Customs
Connecticut	Colonial Government
Rhode Island	Summary and Review
Delaware	Tabulated Review
North Carolina	Questions and Outlines

Intercolonial Wars

King William's	French and Indian
Queen Anne's	Review and Exercises
King George's	

Revolution

Causes	Sixth Year—1780
First Year—1775	Seventh Year—1781
Second Year—1776	Leading Events
Third Year—1777	Results
Fourth Year—1778	Exercises
Fifth Year—1779	

The Administrations

George Washington	Abraham Lincoln
Crayon Portrait	Civil War
John Adams	First Year—1861
Thomas Jefferson	Second Year—1862
James Madison	Third Year—1863
War of 1812	Fourth Year—1864
First Year—1812	Fifth Year—1865
Second Year—1813	Geography Approximate
Third Year—1814	The Three Decisive Battles
Fourth Year—1815	Tree Review
Pioneer Days	Confederate States
James Monroe	Review Map
John Quincy Adams	Results
Andrew Jackson	Robert E. Lee
Martin Van Buren	Ulysses S. Grant
William Henry Harrison	Andrew Johnson
John Tyler	Ulysses S. Grant
James K. Polk	Rutherford Hayes
Mexican War	James Garfield
The Mexican War	Chester A. Arthur
The Three Campaigns	Grover Cleveland
Zachary Taylor	Benjamin Harrison
Millard Fillmore	Grover Cleveland
Franklin Pierce	Wm. McKinley
James Buchanan	War with Spain
	Philippine Insurrection
	Theodore Roosevelt

Miscellaneous

Acquisition of Territory	Development of American Flag
Political Parties	United States Review
Modes of Travel	The Outlook
Habitations	American Literature
Problems	Eminent Americans
Trusts, Combines, Rebates	Fighting Bob
Historical Exercises	Slavery in the United States
The Frozen North	Aerial Navigation
Inventions	Ten Large Cities
Panama Canal	Industrial Map
Steps of Progress	Lowly Beginnings of Great Men

The Three Great Eras

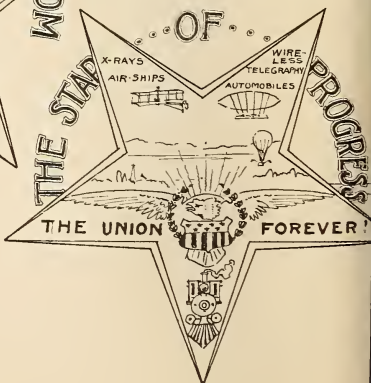
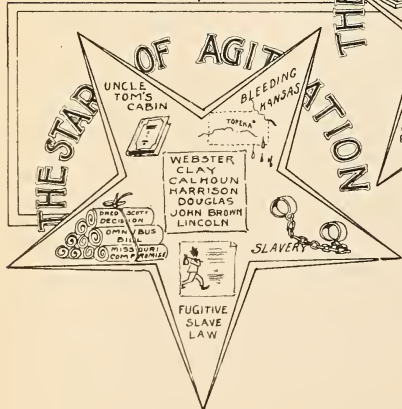
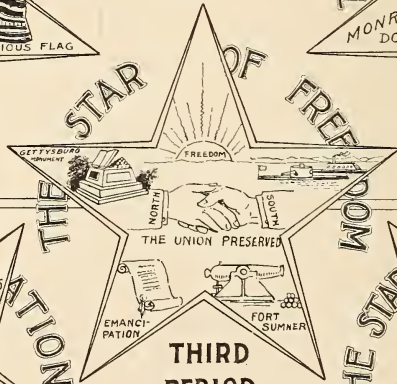
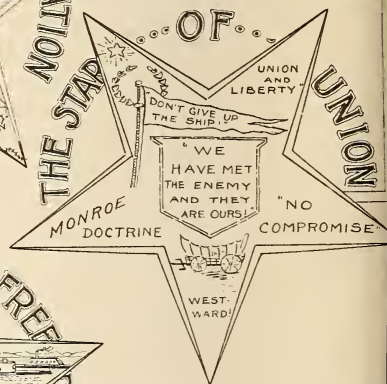
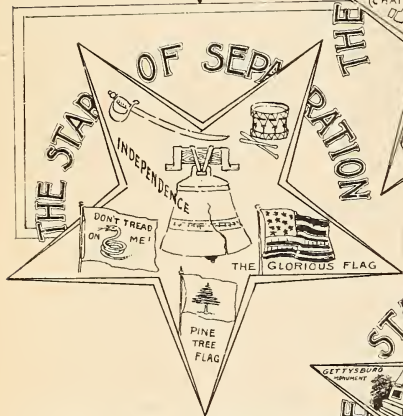
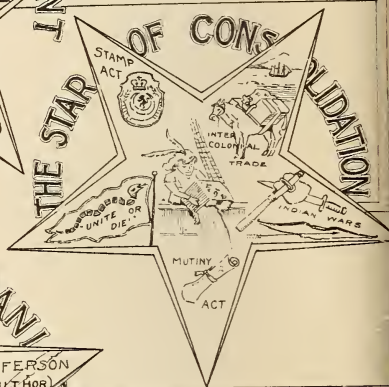
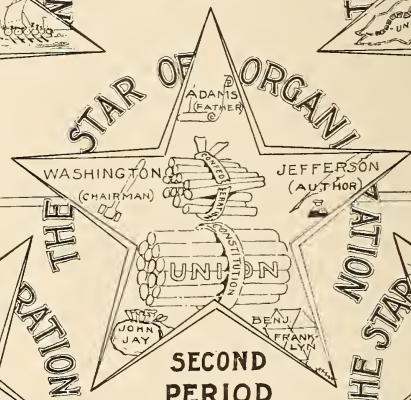
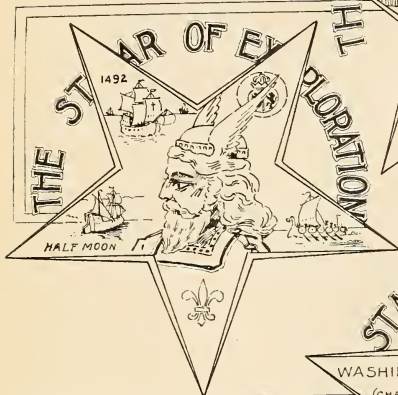
First Era	Second Era	Third Era
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Additional Exercises

Questions

Ancient History, Vol. I	M. and M. History, Vol. I
Ancient History, Vol. II	M. and M. History, Vol. II

NINE STARS
OF THE
STORY OF
AMERICA





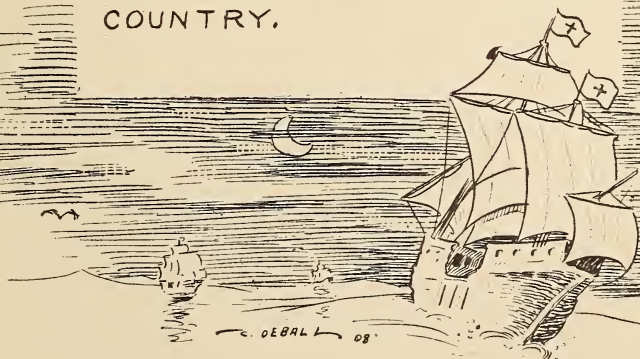
EARLY DISCOVERIES AND EXPLORATIONS

IT IS ONLY A FEW HUNDRED YEARS SINCE THE CIVILIZED WORLD FIRST KNEW OF AMERICA.

THE PREHISTORIC RACE INHABITING THIS COUNTRY IS DESIGNATED THE "MOUND BUILDERS" AND OUR INTERROGATION POINT IS AN IMPRESSIVE LESSON THAT THE HISTORY OF THIS PEOPLE IS SIMPLY A QUESTION WITH US.

FOR HUNDREDS OF YEARS AFTERWARDS THE ONLY PEOPLE IN AMERICA WERE THE INDIANS AND WE HAVE SUGGESTED MORE IN THE TWO PAGES THAN YOU WILL BE ABLE TO DEVELOP FROM ALL YOUR TEXTS ON THE SUBJECT.

IN THIS EFFECTIVE WAY WE HAVE TREATED THE NORSEMEN, COLUMBUS, AND THE SEVERAL NATIONS PROMINENT IN THE EARLY DEVELOPMENT OF OUR COUNTRY.



THE MOUND BUILDERS

MOUND BUILDERS

TIME -ORIGIN HABITATIONS

MODE OF LIFE
MIGRA-
TIONS
CIVIL-
IZATION

EARTH WORKS

WHERE

FOUND

NUMBER

SIZE

SHAPE

CONTENTS

PURPOSES

A
QUESTIONS
THE

FEW
ABOUT
MOUND-BUILDERS

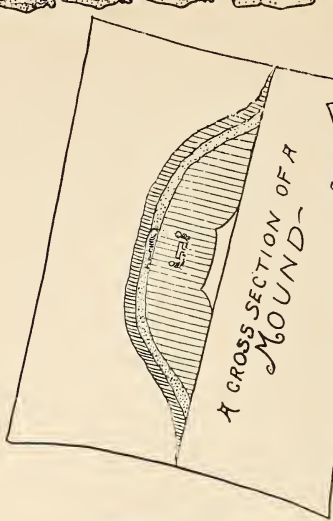
VASES FROM THE
-MOUNDS-



GRADED WAY
-IN OHIO-



A CROSS SECTION OF A
MOUND-

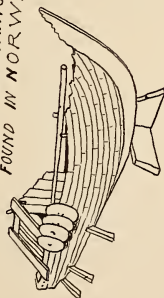


-AN ANCIENT MOUND-



THE NORSEMEN

REMAINS OF A VIKING SHIP
FOUND IN NORWAY.



IN AMERICA



4 NORTH MAN.

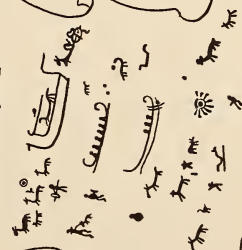


4 VINLAND

492 YEARS BEFORE
- COLUMBUS.



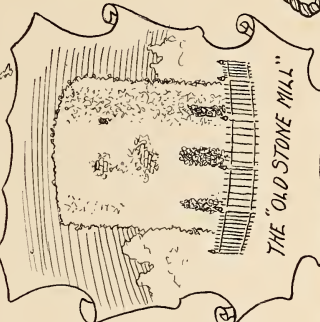
ROCK TRACING.



WODEN

FREYA

THOR



THE "OLD STONE MILL"



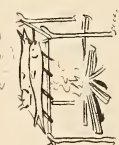
AMERICAN

INDIANS



INDIAN POTTERY

INDIAN MANNER OF
BOILING IN 1585



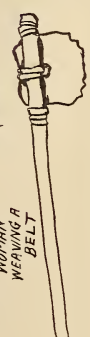
MANNER
OF
CRUELTY
YOUNG



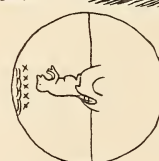
MAKING FINE



INDIAN
WOMAN
WEAVING A
BELT



TOTEM
OF THE
FIVE
NATIONS



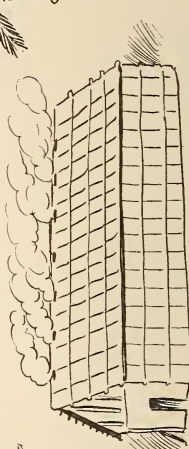
TOTEM
OF THE
HURONS



TOTEM
OF THE
ILLINOIS



TOTEM
OF THE
SIOUX



A LONG HOUSE OF THE IROQUOIS



TREE
BURIAL



RUSSIAN
GRAVE

BURIAL



SIOUX
TOMBSTONE



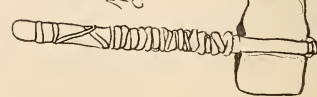
-HABITATIONS-

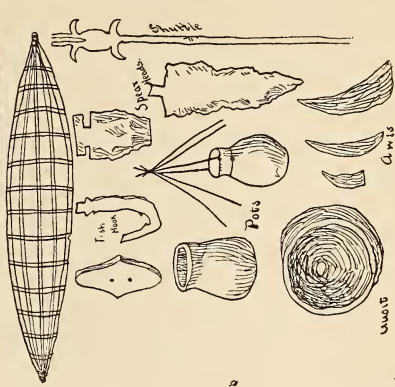
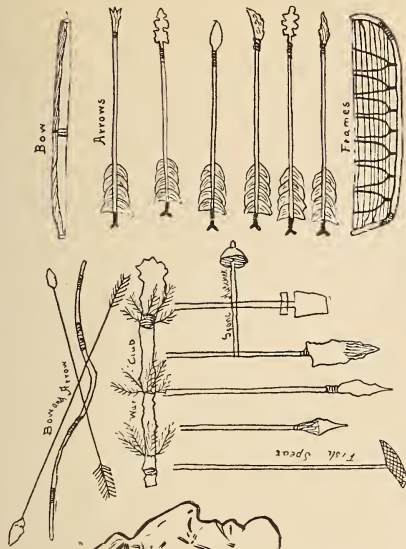
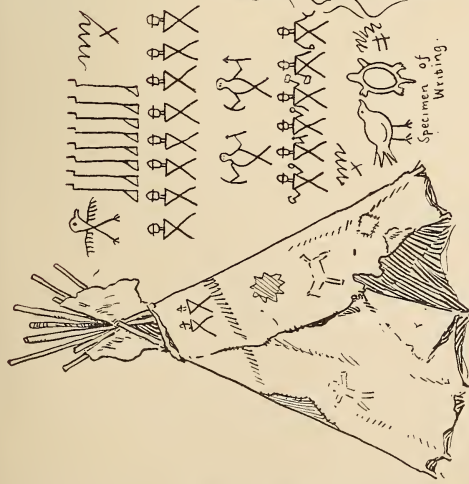


BARK
WIGWAM



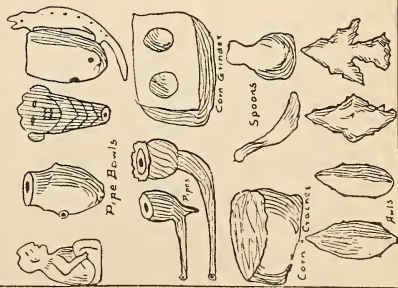
MAKING
CANOES





ABORIGINES OF AMERICA

Origin	Habits	Endurance
Number	Inventions	Microglyphics
Chronology	Money	Government
Ethnology	Domestic Life	Tribal Relations
Civilization	Cultivation of Soil	Family Relations
Progress	Occupation	Clans
Education	Mode of Travel	Dwellings
Characteristics	Language	Divisions
Appearance	Records	Savage
Age	Archaeology	Barbarous
Size	Religion	Half Civilized
Perpetual Warfare	Disposition	



-Rough-

COLUMBUS

BIOGRAPHY.

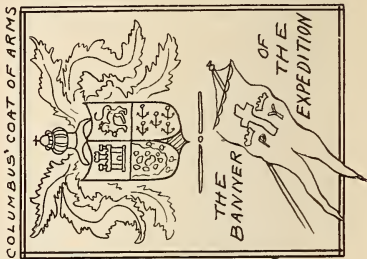
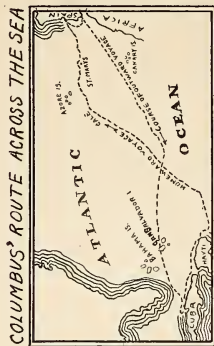
BIRTH—HE WAS BORN IN GENOA ITALY-1435
PARENTAGE—HIS PARENTS WERE
 POOR, YET HONEST AND INDUSTRIOUS.
EDUCATION—FOR A SHORT TIME HE AT-
 TENDED THE UNIVERSITY AT LAVIA, PAYING ES-
 PECIAL ATTENTION TO STUDIES RELATED TO THE

SEA.
MARRIAGE—HE MARRIED A DAUGHTER
 OF A RENOWNED NAVIGATOR, GONZ OF
 ONE OF THE MADEIRA ISLANDS.

VOYAGES—GOING TO SEA AT THE
 AGE OF FOURTEEN, HE SAILED MUCH
 ON THE MED. SEA. THERE IS A CLAIM THAT
 HE VISITED ICELAND. HE MADE FOUR VOY-
 AGES TO AMERICA.

CHARACTER—RESOLUTE, EMERGE-
 TIC, PERSEVERING, YET SENSITIVE.
 HE WAS DEVOUTLY PIOUS.

DEATH—HE DIED IN 1506 IN SPAIN
BURIAL—HE WAS FIRST
 BURIED AT VALLA DOLID,
 SPAIN, THEN HIS REMAINS WERE RE-
 MOVED TO SEVILLE, THEN TO HAVI-
 & NEXT TO HAVANA, CUBA.
 FROM THERE THEY WERE
 TAKEN BACK TO SPAIN.



Columbus

"He (the Most High) gave to thee (Columbus) the keys of those gates of the Ocean . . . which were fast closed with such mighty chains,"—*Dream of Columbus*, narrated in his letter to the King and Queen of Spain, 1503.

Where was Columbus born? When?

What do you know of his parentage?

To what studies did he give special attention?

To what kings did Columbus offer his plans?

What king deceived him? Why?

On what day of the month did Columbus sail?

In what month was land first seen?

How long does it take to cross the Atlantic now?

What kind of vessels had Columbus?

Upon what island did he land?

What were the natives like?

How many subsequent voyages did he make to America?

When did he die and where was he buried?

Written Exercise

Write a short sketch of the life of Columbus and make prominent the following points:

Early life.

What led him to think that the earth was round?

His reason for desiring to discover new land.

Visit to the king of Portugal.

His treatment at the Spanish court.

The number and sizes of the ships in which he sailed.

Incidents of the voyage.

Appearance of the people and country he found.

His treatment by Ferdinand

Closing years of his life.

Your opinion of his character and ability.

Illustrate your essay with a sketch of the boy Columbus, a picture of one of the ships in which he sailed, the banner of the expedition and a map showing his route across the sea.

Spanish Explorations

What must each nation do to make good its claim to new territory?

What cause drew the Spaniards southward?

What difference would it probably have made had they gone northward?

What was the main motive of the Spaniards? Prove.

What was the extent and limit of their conquests?

Draw a line across the map of North America through the most northerly point reached by Spain.

Compare the Spanish and English colonies:

(a) In treatment of the Indians.

(b) In general results.

Why did Balboa wade into the ocean?

Which discoverer drove hogs before him while traveling?

Exercise

Review your study by affixing important events to the following dates:

1492	1513	1519	1528
1493	1517	1520	1540
1498	1518	1521	1542
1512			

Historical Imagination

Pupils should be encouraged to develop their power of imagination by creating mental pictures of past events. These pictures when not too complex may be reproduced on the blackboard or in written work. In thinking of De Leon's discovery one can picture the land of flowers and understand why Florida was so named. A fountain is easily illustrated and will serve to show the pupils how an absurd belief may affect the course of history.

In a mental picture of the burial of De Soto we must have a river, a boat, some Spaniards, the sorrowful appearance of the people, the moon in the sky. A priest and cross are appropriate. In this manner the child is impressed with "the first requiems that were ever heard on the waters of the Mississippi."

Such exercises will help the student to determine the value of historical pictures and how they originate.

Reference.—The topical outline, page 450, Vol. III, U. S., presents not only the chronological list, but also a subdivision into groups according to nationality.



DISCOVERIES

NEW WORLD
FLORIDA
PACIFIC OCEAN
MEXICO
MISSISSIPPI RIVER
NEW MEXICO
PACIFIC COAST
CIRCUMNAVIGATED
THE EARTH

EXPLORERS

COLUMBUS
PONCE DE LEON
BALBOA
CORTEZ
DE SOTO
CORONADO
MAGELLAN



FRENCH

EXPLORATIONS



SAMUEL CHAMPLAIN



LA SALLE
AT THE MOUTH
OF THE
MISSISSIPPI



LA SALLE



FRENCH
SOLDIERS
OF THE
TIME OF
THE
FRENCH
EXPLORATIONS



UNEXPLORED
AMERICA
FRENCH
JESUITS

IN THEIR EFFORTS TO
GAIN CONVERTS THE
FRENCH JESUITS PLAY-
ED AN IMPORTANT PART
IN EXPLORING AMERICA.

EXPLORATIONS

TIME	PERSON	PLACE
1506	DENYS	GULF OF ST. LAWRENCE
1524	VERRAZANO	WILMINGTON TO NOVA SCOTIA
1534-35	CARTIER	ST. LAWRENCE RIVER
1608-9	CHAM PLAIN	SETTLED QUEBEC
1673	MARQUETTE & JOLIEU	CENTRAL MISS. RIVER
1680	HENNEPIN	UPPER MISS. RIVER
1682	LA SALLE	TO MOUTH OF MISS. R.



ENGLISH EXPLORATIONS.



DESTRUCTION OF THE SPANISH
ARMADA—THE EVENT THAT
MARKED THE INCREASE OF
ENGLAND'S SEA POWER.



SOME IMPORTANT DISCOVERIES
MADE BY ENGLISH EXPLORERS.

English Explorers

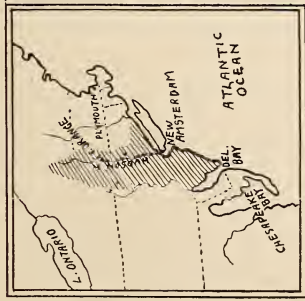
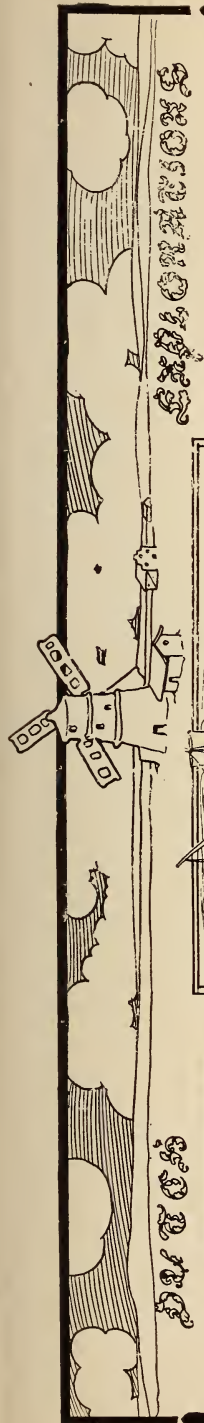
TIME	PERSON	PLACE
1497	JOHN CABOT	CAPE BRETON
1498	SEBASTIAN CABOT	LABRADOR TO CAROLINA
1576-78	FROBISHER	LABRADOR
1579	DRAKE	OREGON
1583	AMUND & BARLOW	ALBEMARLE COUNTRY
1584	GILBERT	NEW FOUNDLAND
1585	DAVIS	DAVIS STRAIT
1584-85	HALEIGH	CAROLINA
1602	GOSNOLD	MASSACHUSETTS



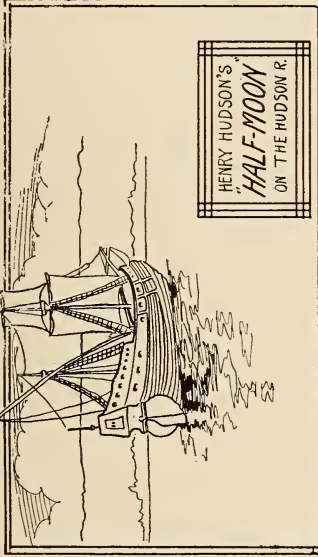
W. Raleigh
SIR WALTER RALEIGH AND HIS
AUTOGRAPH—



ENGLISH EXPLORERS
BARTERING WITH INDIANS
FOR LAND



-DUTCH EXPLORATIONS



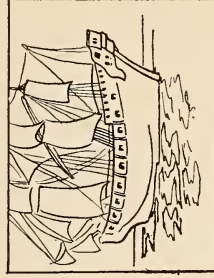
SEVENTEENTH
CENTURY
DUTCH

~ OUTLINE ~

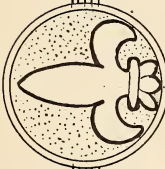
DATE OF EXPLORATION - 1609 -
VESSEL - HALF-MOON
COMPANY - DUTCH EAST INDIA
DISCOVERY- HUDSON RIVER & VICINITY
OBJECT - HOPE TO FIND EAST INDIES
RESULT- DUTCH LAID CLAIM TO TERRITORY
TRADING POSTS - ESTABLISHED - 1613 -
FIRST REAL COLONY - 1623 -



-FIRST PICTURE OF NEW AMSTERDAM-



AN EARLY DUTCH
-MAN-OF-WAR-



THE GREAT DISCOVERERS

FRENCH EXPLORATIONS

VERAZZANI -
EXPLORED COAST OF U.S.
NORTH OF C. FEAR

MARQUETTE & JOLIET -
DISCOV'D CENTRAL
PART OF MISS. R.

HENNEPIN -
DISCOV'D UPPER
PART OF MISS. R.

LASALLE -
SAILED TO MOUTH
OF MISS. RIVER

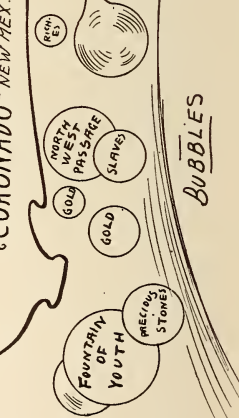
CARTIER -
DISCOV'D ST. LAWRENCE

CHAMPLAIN -
EXPLORED ST. LAWRENCE TO
LAKE HURON



SPANISH EXPLORATIONS

COLUMBUS - NEW WORLD -
PONCE DE LEON - FLORIDA -
MAGELLAN - CIRCUMNAVIGATED THE EARTH
DE SOTO - DISCOVERED THE MISS. R.
CORONADO - NEW MEX. & ARIZONA.



BUBBLES

ENGLISH EXPLORATIONS

THE CABOTS -
COAST FROM
LABRADOR TO CAN.

DRAKE -
PACIFIC COAST
TO OREGON.

GOSNOLD -
DISCOV'D MASS. &
SHORTENED ROUTE
ACROSS ATLANTIC.

FROBISHER -
LABRADOR TO
FROBISHER ST.

DAVIS -
DISCOV'D DAVIS ST.

Exploration

Review the expeditions of the explorers and note:

The dates of each expedition.

The territory explored.

The permanent results.

Trace these expeditions on the map of North America.

Locate the boundaries of New France.

The life of each explorer should be outlined by the pupil as fully as the teacher may deem wise; the form given in the pen sketch for Columbus is suggestive.

Topics for Written Exercise

De Soto's Explorations.

The Dutch Fur Trade.

La Salle's Journey Down the Mississippi River.

The Northwest Passage.

The Conquest of Mexico.

Unsuccessful Attempts at Colonization.

Conflicting Claims

Spain	{	What territory?
France		Based on what discovery?
England		How protected?
Holland		How settled?

NATION	DATE	TERRITORY	EXPLORER
English	1497-8	Labrador to Florida	Cabots
Spanish	1512	Florida	De Leon
"	1513	Pacific	Balboa
"	1519-21	Mexico	Cortez
Dutch	1609	Delaware River to Cape Cod	Hudson
French	1682	Territory drained by Mississippi River	La Salle

Exercises

Outline maps should be used and the route of each explorer carefully traced. The claims of each nation should be represented in colors upon the map, giving name of explorer and date of exploration. As the pupils advance in the text let them mark on their maps the places discovered, the settlements, and other developments; the series of maps prepared will be valuable for study and reference.

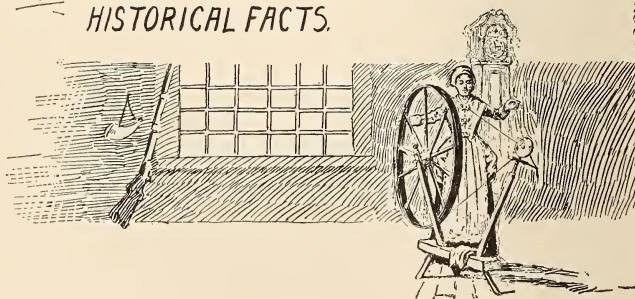


THE THIRTEEN COLONIES

THE DEVELOPMENT OF THE THIRTEEN COLONIES FORMS A DISTINCT PERIOD IN OUR HISTORY AND A LITTLE CARE IN PORTRAYING AND CLASSIFYING THE IMPORTANT EVENTS OF EACH WILL ASSOCIATE THE IDEAS IN SUCH A WAY, AS TO FORM AN INTEGRAL PART OF ONE'S EDUCATION.

A MERE CASUAL GLANCE AT THE SKETCH OF NEW HAMPSHIRE WILL IMPRESS ONE WITH THE FACT THAT THE COLONY WAS UNITED WITH MASSACHUSETTS FOR PROTECTION AGAINST THE INDIANS.

IN LIKE MANNER WE ACQUIRE A PERMANENT AND CLASSIFIED KNOWLEDGE OF HUNDREDS OF OTHER IMPORTANT HISTORICAL FACTS.



VIRGINIA

RUINS OF
JAMESTOWN



And marry a nation
And perill he strowed
Sawd once by a compass
Audience by a maid.

- 1606 - London Co. organized.
- 1607 - Jamestown settled.
- 1608 - Smith's adventures.
- 1609 - 10 - Starving time.
- 1610 - Lord Delaware
- 1611 - New Code of Laws
- 1613 - Pocahontas married

NAVIGATION ACTS

I - TIME AND CLAUSES

- 1631 - Tobacco must be exported solely to England
- 1651 - All Colonial merchandise entering English ports must be carried in ships owned and manned by Englishmen.
- 1660 - Colonial exports must be sent to England
- 1663 - Colonial imports must come from England

II - CAUSES

- 1 - Subjugation of Colonial industries to English.
- 2 - To increase England's shipping
- 3 - To make a market for English goods.

III - RESULT

- 1 - A war with Holland, which decided the naval supremacy of England.
- 2 - The hostility of the Colonies to the mother country
- 3 - England was greatly enriched by the Colonial trade.



1660 - Navigation Laws

- 1676 - Bacon's Rebellion
- 1680 - Culpepper assumed role
- 1681 - Virginia strike.
- 1692 - William and Mary's College.

BACON'S REBELLION

I - TIME - 1676

II - LEADER - NATHANIEL BACON

III - CAUSES

- 1 - The assembly continued to sit without change.
- 2 - Suffrage was restricted by a property qualification.
- 3 - The people were heavily taxed.

IV - EVENTS

- 1 - Bacon demanded a commission to fight the Indians
- 2 - In the midst of success, Bacon died, and Berkeley regained the power

V - RESULTS

- 1 - Charles II. disgusted with the severity of Berkeley, recalled him.
- 2 - The oppressions of the people were increased
- 3 - Williamsburg became the capital of Virginia
- 4 - Very little trouble with the Indians in Virginia after this time.



Tobacco introduced in 1616
Very productive
Grown in the streets.

Virginia Colony

Why was Virginia so called?

By what company was Virginia first settled?

Who was the leading spirit in the early settlement of Virginia?

What proportion of the people died during the starving time?

Is the story of Pocahontas saving Captain Smith now accepted as true?

What noted man was a descendant of Pocahontas?

What did the Indians of Jamestown plant in order to grow ammunition?

How many negroes were sold at first at Jamestown?

Did the early settlers find gold in Jamestown? Are the ruins of Jamestown now visible?

What four important events occurred in 1619?

How many years between the two Indian massacres?

What governor said, "I thank God that there are no free schools and printing presses in America"?

What four important navigation acts are mentioned? Give three reasons why England enacted such laws. What three results are enumerated?

History and Literature

Advanced history classes should have their study of this subject supplemented with chapters from Seeley's **Expansion of England** and Smith's **Wealth of Nations**.

Interest the pupils by reading from Eggleston's **Pocahontas and Powhatan**. Show how England sent out wives to the colonies in 1620, by reading from Miss Johnston's **To Have and To Hold**; how "white apprentices" were sent under indentures to Virginia, as explained in Miss Rayner's **Free to Serve**. Read Cook's **Stories of the Old Dominion** and selections from Goodwin's **White Aprons**, describing Bacon's Rebellion.

Such exercises will acquaint pupils with our best literature and impress the student with the fact that historical information is the basis for much of our literary productions.

Massachusetts Colony

Why was the "Cradle of Liberty" so styled?

What city is known as the "Hub of the Universe"?

Why was Boston styled "The Athens of America"?

For what was the Boston Elm noted?

What was the sobriquet of Faneuil Hall?

Name two causes of Salem witchcraft persecution.

Three events. Two results.

What was some of the early money in Massachusetts?

What was the nature of the Government established by the Pilgrim Fathers?

In what ship did they come to America? What was the number of emigrants?

How many houses were erected by them?

What now marks the place where the Pilgrims landed?

Why were the persons who came over in the Mayflower styled Pilgrims?

Who were among the leaders of the Pilgrims? Who the first governors? What do you know of their growth? Their sufferings? Their independence?

What inscription is upon the original Plymouth Rock?

Who is the author of the poem written in honor of the landing of the Pilgrim Fathers?

Exercises

Read all the books at your command on the Salem witchcraft, then tell the story in a lively manner.

What learned man wrote a book on witchcraft?

Boston

Write an account of Boston, giving—

The meaning of the name.

Early history.

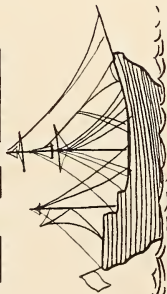
Public buildings.

Its part in the events which led to American independence.

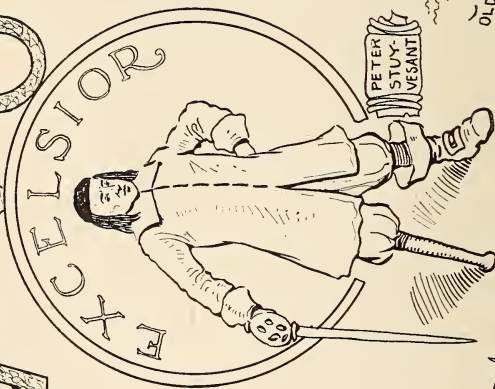
Historical topics associated with it.

Suggestion.—Illustrate your essay with a hub, naming important facts on each radiating spoke, Boston Elm, Cradle of Liberty, Bunker Hill Monument and other features of interest.

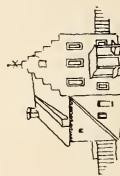
NEW YORK.



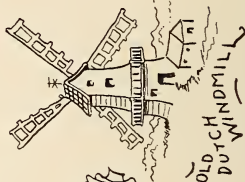
THE "HALF MOON" ANCHORED IN NEW YORK BAY IN 1609.



PETER STUYVESANT



OLD NEW YORK HOUSE - BUILT 1668 -



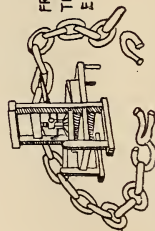
OLD DUTCH WINDMILL



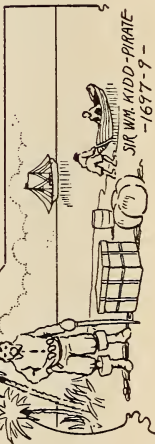
- KINGS COLLEGE (COLUMBIA) FOUNDED 1754 -

- OUTLINE -
SETTLEMENT - 1613
AUTHORITY - DUTCH W. I. CO.
COLONISTS - WALLBOONS
GOVERNMENT - PATROON
GROWTH - SLOW BUT STEADY
OCCUPATION - FARMING (COMMERCE)
PRODUCTS - THE CEREALS
CITIZENSHIP - PROPER -
TY QUALIFICATIONS
EVENTS

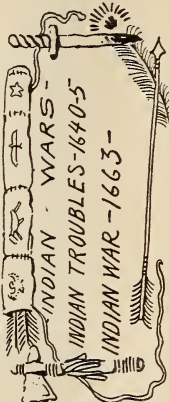
- CLAIMANTS -
DUTCH -
BASIS
GOVERNMENT
EDUCATION
RELIGION
ENGLISH
BASIS
CONQUESTS
CHANGES



FREEDOM OF THE PRESS EST. 1734.

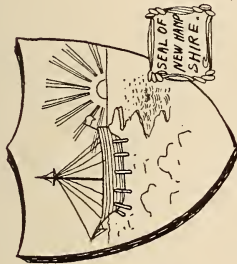


SIR Wm. KIDD - PHAEE - 1697-9 -

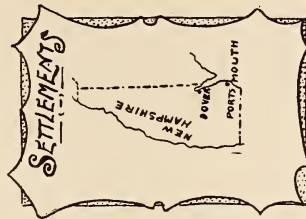
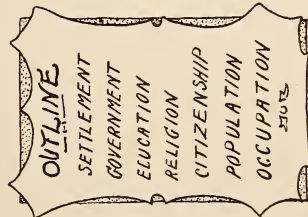


INDIAN - WARS -
INDIAN TROUBLES - 1640-5
INDIAN WAR - 1663 -

NEW HAMPSHIRE



PARTMOUTH COLLEGE
FOUNDED 1769.



THE COLONY OF NEW
HAMPSHIRE WAS
FIRST FORMED FOR
ED. TO MASS. FOR
PROTECTION AGAINST
THE INDIANS.

THE GRANITE STATE

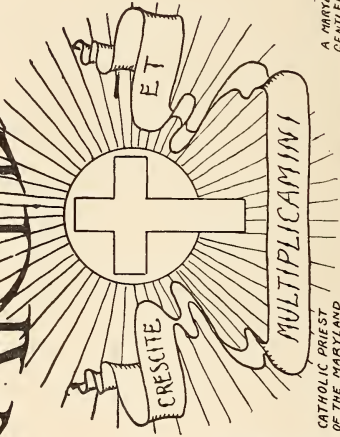


FIRST LORD BALTIMORE
GEORGE CALVERT

MARYLAND



SECOND LORD BALTIMORE
CECILIUS CALVERT



CATHOLIC PRIEST
OF THE MARYLAND
"COLONY"



A MARYLAND
GENTLEMAN

OUTLINE

TIME - 1634

PLACE - ST. MARY'S

PERSONS

OBJECT - FOR PERSECUTED CATH.

GOVERNMENT - PROPRIETARY

GROWTH - VERY RAPID

EVENTS -

CLAYBOURNE'S REBELLION - "SCOURGE OF MARYLAND"

I - CAUSES -

II - EVENTS

III - RESULTS

BALTIMORE'S VINDICATED

CLAYBOURNE'S ESTATE

CONFISCATED -



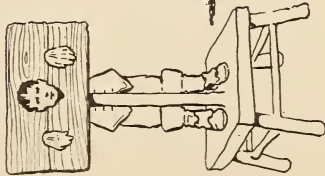
BALTIMORE IN 1752.
ORIGINAL IN POSSESSION OF MARYLAND HISTORICAL
SOCIETY.

THE LAND OF STEADY HABITS CONNECTICUT

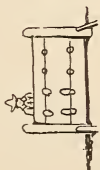


GOV. JOHN WINTHROP.

THE 'PILORY

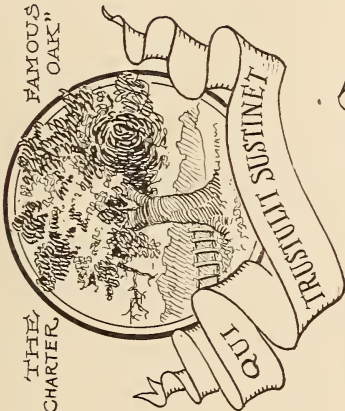


THE STOCKS

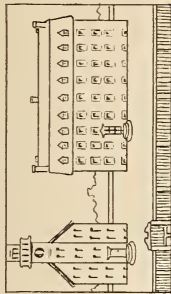


FIRST MEETING
HOUSE IN CONN.
1636

"THE
"CHARTER"



FAMOUS
OAK"



YALE COLLEGE - FOUNDED IN 1701
(FROM AN OLD PRINT)

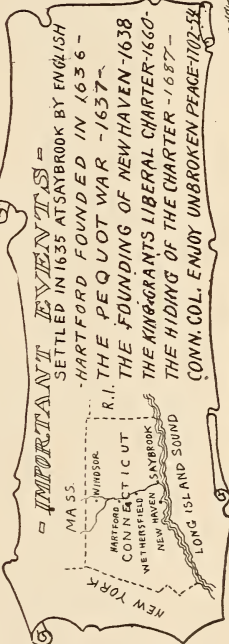
NEW HAVEN ADOPTS
THE BIBLE AS A CON-
STITUTION.



SLAVERY
LEGALIZED
1650



THE PEQUOT
- WAR - 1637 -

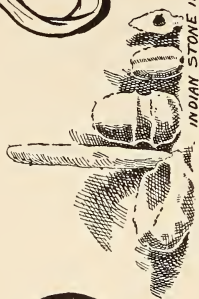


MASS
NEW YORK
WINDSOR
HARTFORD
CONNECTICUT
METHUEN
NEW HAVEN
SAYBROOK
LONG ISLAND SOUND

IMPORTANT EVENTS
SETTLED IN 1635 AT SAYBROOK BY ENGLISH
HARTFORD FOUNDED IN 1636
THE PEQUOT WAR - 1637
THE FOUNDING OF NEW HAVEN - 1638
THE KING'S LIBERAL CHARTER - 1660
THE HIDING OF THE CHARTER - 1687
CONN. COL. ENJOY UNBROKEN PEACE - 1702-54

RHODE ISLAND

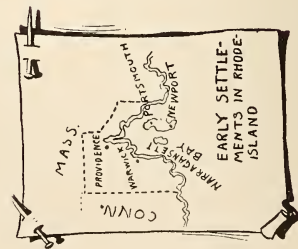
"LITTLE RHODY"



INDIAN STONE IMPLEMENTS
FOUND IN RHODE ISLAND.



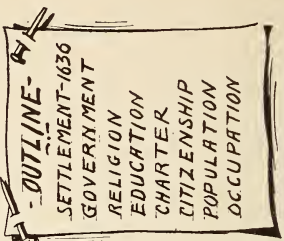
"GIVE IT TO YOU TO EN"
JOY FOREVER
CHRONICUS TO ROGER WILLIAMS



ROGER WILLIAMS' CHURCH



THE "OLD STONE MILL"
NEWPORT

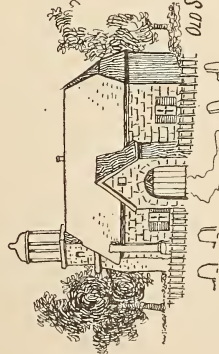


-CLIFF'S AT
-NEWPORT-

DELAWARE

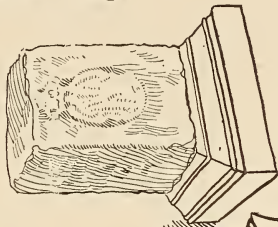
LIBERTY AND

INDEPENDENCE



OLD SWEDISH CHURCH.

BOUNDARY
STONE
MASON
AND
DIXON'S
LINE



THE GREAT KEY OF WIL-
MINGTON'S FIRST JAIL



CANYON BALLS FROM
FOUNTAIN ARMS OF
FORT CHRISTINA

FROM THE YEAR-BACK OF THE DEL.
HISTORICAL SOCIETY.

HISTORY

SETTLED - 1638
PLACE - CHRISTIANA - NEAR WILMINGTON
NATION - SWEDEN
OBJECT - TO ESTABLISH A FREE STATE
GOVERNMENT-REPRESENTATIVE



THE
WHIPPING
POST

NORTH

CAROLINA



HICKORY-NUT
GAP - THE
CHIMNEY ROCK.



SIR WALTER RALEIGH

IMPORTANT
EVENTS IN THE
HISTORY OF
THE COLONY OF
NORTH CAROLINA

1585-RALEIGH ATTEMPTED

COLONIZATION.

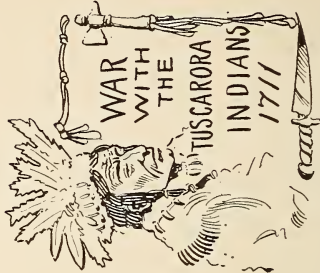
1663-SETTLED BY PERSECUTED
VIRGINIANS.

GOVERNMENT - GRAND MODEL
AND REPRESENTATIVE

RELIGION - CHURCH OF
ENGLAND - ALL
TOLERATED



EDUCATION - PRIVATE
SCHOOL SYSTEM.
CITIZENSHIP - PROP-
ERTY QUALIFICATION
OCCUPATION - PLANTA-
TION LIFE
GROWTH-
EVENTS.



WAR
WITH
THE
TUSCARORA
INDIANS
1711

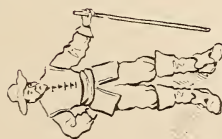


A TURPENTINE
STILL

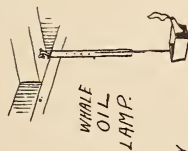


MAKING
TAR

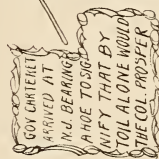
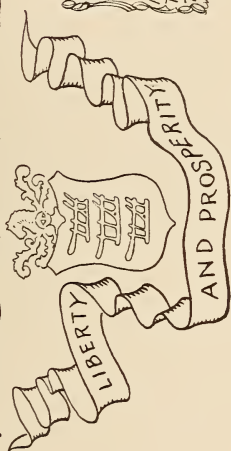
NEW JERSEY



NEW JERSEY GENTLEMAN
OF 1665-



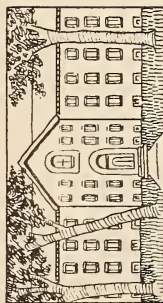
WHALE
OIL
LAMP.



"THE FALLS OF THE"
HUDSON RIVER

IMPORTANT EVENTS

- 1664-SETTLED BY ENGLISH AT ELIZABETH TOWN
- 1665-NEW GRANT TO SIR GEO. CARTERET
- 1665-SLAVERY INTRODUCED
- 1670-RENT TROUBLE
- 1676-DIVIDED INTO EAST AND WEST JERSEY
- 1682-THEIR UNION-
- 1738-SEPARATED FROM NEW YORK.

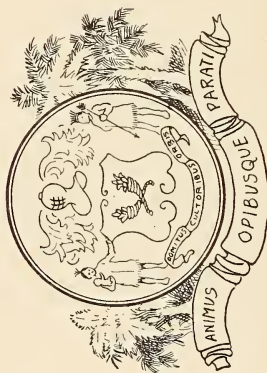


-PRINCETON COL. FOUNDED 1746-

SOUTH CAROLINA



JOHN LOCKE.
(LOCKES MODEL)



- ONE OF THE
FRENCH HUGUENOTS -



- MAP SHOWING THE
LOCATION OF CHARLESTON BY
CHARLES II. IN 1683 -

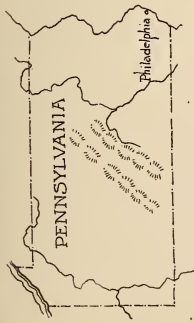
SETTLED AT OLD CHARLESTON BY ENGLISH IN 1670 - LOCKES MODEL FAILS - 1670-1 - NEGRO SLAVERY INTRODUCED - 1671 CHARLESTON FOUNDED - 1680 WAR OF THE SPANISH SUCCESSION - 1702 INVASION OF S. C. BY SPANISH - 1706 WAR WITH THE YAMASSEES - 1715 LEADING MEN - WEST-BOYLE, YERGMAN, LUDWELL, RACHDALE, DANIELS & MOORE



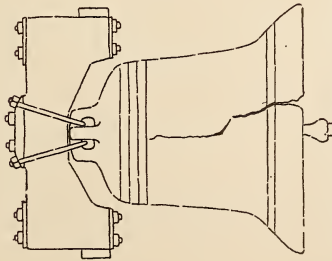
HOME OF AN EARLY SOUTH CAROLINA SETTLER



- RICE FIELDS -



PENNSYLVANIA



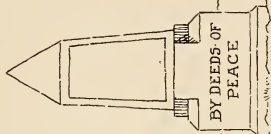
PROCLAIM LIBERTY THROUGHOUT THE LAND, TO ALL THE INHABITANTS THEREOF.



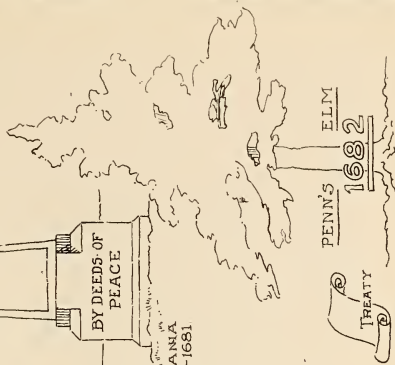
INDEPENDENCE HALL



WILLIAM PENN



PENNSYLVANIA
FOUNDED - 1681



TIME - 1681

- I Place - Philadelphia
- II Nation - English.
- III Origin of name - Founder
- IV Popular name - Keystone state.
- V Important facts
- VI

1681 Penn received grant.
Penns letter to all who settled in Pa.
Deal justly with the Indians.
Treat all white men alike.
Give equal freedom to all.
Great law proclaimed by Penn.

Georgia



JAMES OGLETHORPE

FOUNDED AS A HOME FOR THE POOR
SETTLED AT SAVANNAH - 1733
OGLETHORPE & CHIEF OF THE YAMACRAW
WAR WITH THE SPANARDS - 1739-42.
CHARACTER OF THE COLONISTS



SAVANNAH IN 1741
(OLD PRINT)



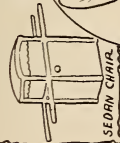
COTTON
GEORGIA'S CHIEF
PRODUCT



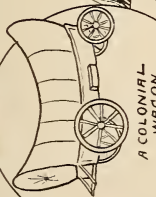
USE OF RUM PROHIBITED IN
THE COLONY



MODES OF TRAVEL



SEDAN CHAIR



A COLONIAL WAGON



CORCH



18TH CENTURY SLEIGH

AMUSEMENTS



FOX HUNTING
(SOUTHERN COLONIES)



- BOWLING -
(NEW AMSTERDAM)



Colonial Customs

- A COLONIAL SCHOOL -

ca. 1740
THE MASTER & ASSISTANT WEAR THEIR HATS



- COSTUMES -



DUTCH



QUAKER



ENGLISH



MARYLAND
& PRIEST



SOME
FORMAL
PENNANTS



DUTCH



PURITAN



PURITAN

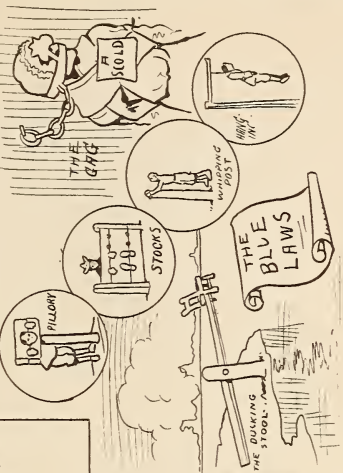


EARLY COL.
IN ATTITUDE

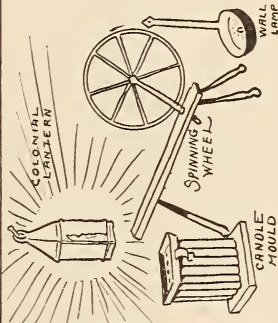


NEW ENG.
- 1650 -

PUNISHMENT OF CRIME



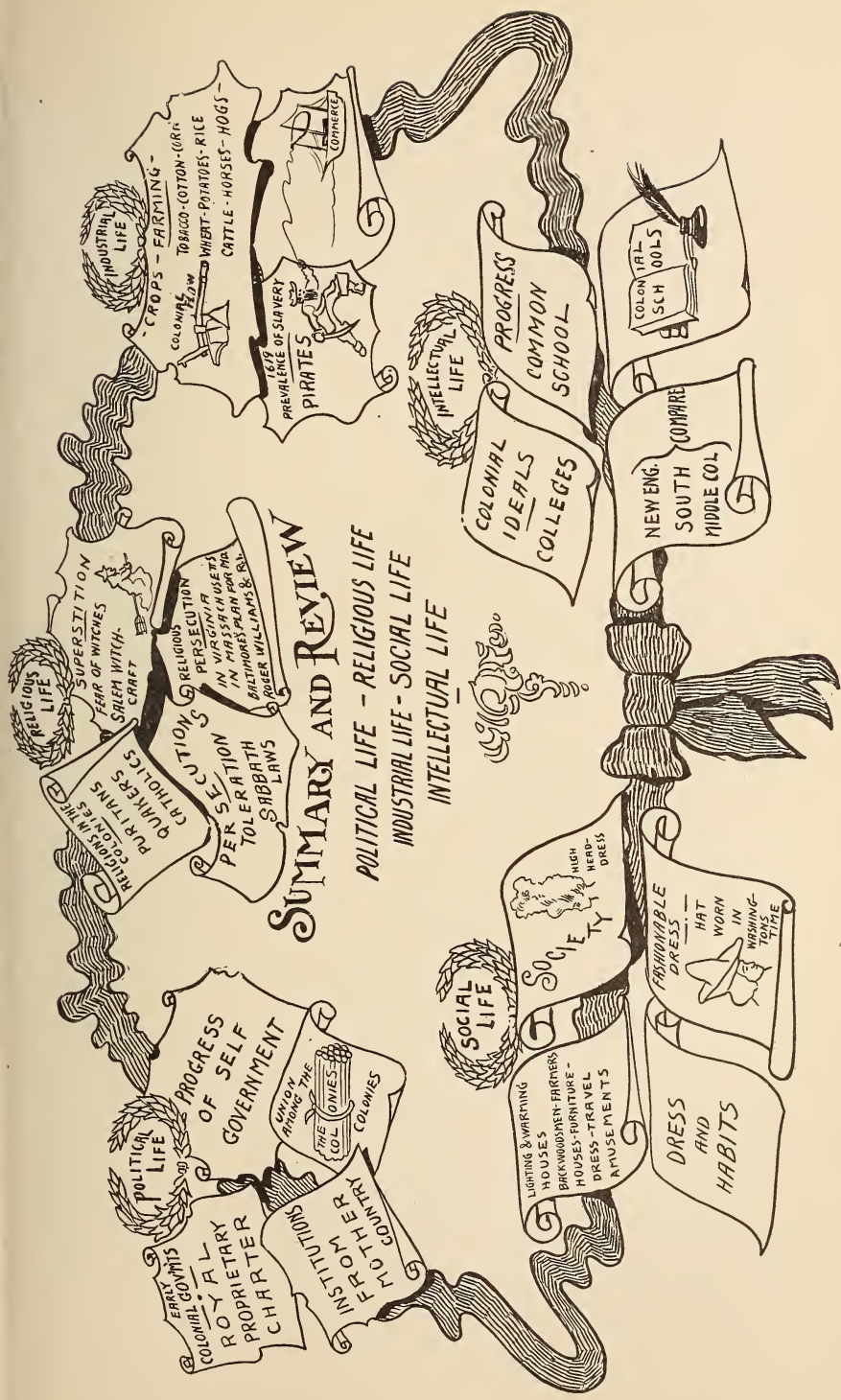
- SOME RELICS -



Types of Colonial Government



ROYAL	CHARTER	PROPRIETARY	SUMMARY
VIRGINIA - NEW YORK - NEW JERSEY - NORTH CAROLINA - SOUTH CAROLINA - NEW HAMPSHIRE - GEORGIA -	MASSACHUSETTS - CONNECTICUT - RHODE ISLAND -	MARYLAND - PENNSYLVANIA DELAWARE	ROYAL ---- 7 CHARTER --- 3 PROPRIETARY - 3 TOTAL --- 13



THE ORIGINAL THIRTEEN COLONIES

Colony	Date	Place	Motive	Settlers	Livelihood	Government
Virginia	1607	Jamestown	Health	Eng. Adventurers	Dom. Tot. Slaves	C. C. - P. - Prop. - R.
New York	1614	New York	Trade	Dutch	Furs	C. C. - Prop. - R.
Massachusetts	1620	Plymouth	Religion	Separatists, Puritans	Agr. Fishing	Dom. - Char. - R.
New Hampshire	1623	Portsmouth	Trade	Col. from Mass.	Agr. Fish. Lumber	Prop. - Gov. - R.
Maryland	1634	St. Marys	Religion	Roman Catholics	Agr. Mfg. Min.	Prop. - R. - Prop.
Connecticut	1635	Windsor	Agr. & Rel.	Colonists, Puritans	Agr. Mfg.	Dom. - Char. - R.
Rhode Island	1636	Providence	Religion	Dissenters	Agr. Fishing	Dom. - Char. - R.
Delaware	1638	Wilmington	Agriculture	Swedes, Quakers	Agriculture	Dom. - Gov. - Prop.
N. Carolina	1640-63	Edenboro' Sd.	Agr. & Pol. Strife	Refugees, Huguenots	Rice, Ind. Fur.	Prop. - Gov.
New Jersey	1664	Elizabethtown	Agriculture	Dutch, Quakers	Agriculture	Prop. - R.
S. Carolina	1670	Charleston	Agr. Rel. & Pol.	Refugees, Huguenots	Cotton, Rice, Silk	Prop. - R.
Pennsylvania	1682	Philadelphia	Religion	Quakers	Agr. Mfg. Min.	Prop. - R. - Prop.
Georgia	1733	Savannah	Philanthropy	Scotch & Poor	Cotton	Prop. - R.

Colonies

Population—

How did the colonies rank as to population?

Which colony had the greatest population?

Industries—

First printing press.

First newspaper.

First college.

Free schools.

Social conditions—

Slavery.

Manners and customs.

Great men of the period.

Compare each colony in—

The treatment of the Indians.

The devotion to learning.

The missionary spirit.

The progress toward self-government.

The toleration of religions.

The rapidity and greatness of development.

Exercises

To begin with, it is necessary to study the colonies separately and to take them up in the order of their settlement. After carefully studying them separately, comparative lessons become possible and profitable.

Take Massachusetts as a type of New England colonies.

Contrast Virginia and Massachusetts.

In what way did Pennsylvania differ from both?

Give the characteristic Dutch coloring to New York.

Study their mutual interests.

The following people emigrated to America:

Pilgrims	Presbyterians	Churchmen
Puritans	Huguenots	of Holland
Lutherans	Methodists	Churchmen
Catholics	Jesuits	of England

Why did they leave the mother country?

From what country did they come and in what colonies did they settle?




THE INTER-COLONIAL WARS

THIS PERIOD OF HISTORY IS CONFUSING TO THE ORDINARY PUPIL. FACTS ARE ONLY GRASPED IN GENERAL.

WE HOPE THAT THIS SERIES MAY ENABLE THE STUDENT TO ACQUIRE DEFINITE INFORMATION.

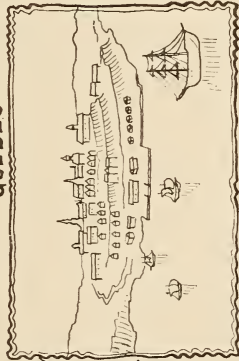
OUR SKETCHES ARE CHARACTERISTIC AND DESIGNED TO POINTEDLY BRING OUT THE FACTS. EVEN THE STUMP ON WHICH THE ARROW HOLDS THE NAME OF EACH WAR IS SUGGESTIVE OF INDIAN WARFARE. THE BORDER OF THE SERIES IS UNIQUE AND ILLUSTRATIVE AND THE PUPIL IS SURE TO CATCH THE SPIRIT OF THE TIMES AND TO ENTER INTO THE STUDY WITH ASSURED SUCCESS.



THE
INTER-COLONIAL
WARS
KING WILLIAM'S WAR
1689-97
TREATY. RYSWICK

VIEW
OF
QUEBEC

AN
EXPEDITION
WAS SENT
AGAINST
QUEBEC
AND
MONTREAL



PORT ROYAL
CAPTURED
BY COLONIAL
TROOPS & ENGLISH

IMPORTANT EVENTS-

1689- DOVER ATTACKED
1690-SCHENECTADY BURNED
PORT ROYAL CAPTURED
INVASION OF CANADA
1694-HAVERHILL BRUTALITIES

INDIAN REV-
AGES-ESPEC-
ALLY IN NEW YORK



THE
INTER-COLONIAL
WARS
QUEEN ANNE'S WAR
1702-13
TREATY - UTRECHT

FOLLOWING SOME OLD TRAILS.



THE
RESULTS
OF THE
WAR.



BY THE TREATY OF UTRECHT
ENGLAND GAINED THE NEW FOUND-
LAND FISHERIES, HUDSON BAY,
AND NOVA SCOTIA.

NEW ENGLAND DEFEND-
ING HIS FAMILY
FROM INDIAN
MARAUDERS



IMPORTANT EVENTS
TREATY WITH FIVE NATIONS
DEERFIELD DESTROYED
CAPTURE OF PORT ROYAL
INVASION OF CANADA
WAR IN THE SOUTH
TREATY OF UTRECHT

THE INTER-COLONIAL WARS

KING GEORGE'S WAR
1744-48

TREATY-AIX-LA-CHAPELLE

TAKE 'EM BACK 'EM WHIT'EM

FRANCE

ENGLAND

PEACE

CONFERENCE

AT LA CHAPELLE

AT LA CHAPELLE

AT LA CHAPELLE



MAP SHOWING PORT ROYAL LOUISBURG & VICINITY

COLONIES - (AFTER THE CAPTURE OF LOUISBURG) IT MAY HAVE A WAR. AND THEN THE ENEMY WILL COME IN HANDY.



IMPORTANT EVENTS
CAPTURE OF LOUISBURG
INDIAN DEPREDATIONS
TREATY OF AIX-LA-CHAPELLE

GEN. WILLIAM PEPPERELL AT LOUISBURG (DETAIL FROM A PRINTING)



COLONISTS TO ENGLAND "SAY MR. BULL, YOU'RE FORGETTING I FOUGHT EIGHT YEARS TO CAPTURE THOSE TOWNS"



AT LA CHAPELLE

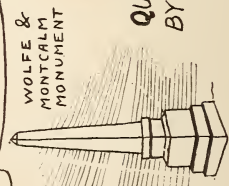
THE
INTER-COLONIAL
WARS
FRENCH & INDIAN WAR
1755-63
TREATY - PARIS



CROSSING THE ALLEGHANY



GEN. BRADDOCK'S
FORCES MASSACRED
BY FRENCH &
INDIANS - 1755



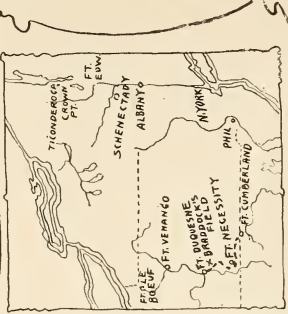
QUEBEC CAPTURED
BY ENGLISH IN
-1759-



EXPULSION OF THE ACADIANS

"EVANGELINE"

SCENE OF FRENCH
& INDIAN WAR
IN THE NORTH
AND WEST
DOTTED LINE FROM
FT. CUMBERLAND
SHOWS BRADDOCK'S
ROUTE



RESULTS.
FRANCE SURRENDERED HER
POSSESSIONS EAST & WEST OF
THE MISS. R. & CANADA \$11,000,000.
AND SPAIN.
COST OF WAR TO COL. - 30,000 MEN & ENGLAND
THE WAR-ENGENDERED STRIFE
BETWEEN THE COL. & ENGLAND
& CREATED A BOND OF
UNION AMONG THE
COL.

Intercolonial Wars

"They Run! They Run!"

The series of wars that ended with the Peace of Paris was the turning point in American history.

It gave England more territory than she could control.

It schooled the colonists in a degree of freedom which determined the nationality of the continent.

It created a bond of union among them which assured a representative form of government.

It skilled them in the art of war, enabling them to maintain their rights.

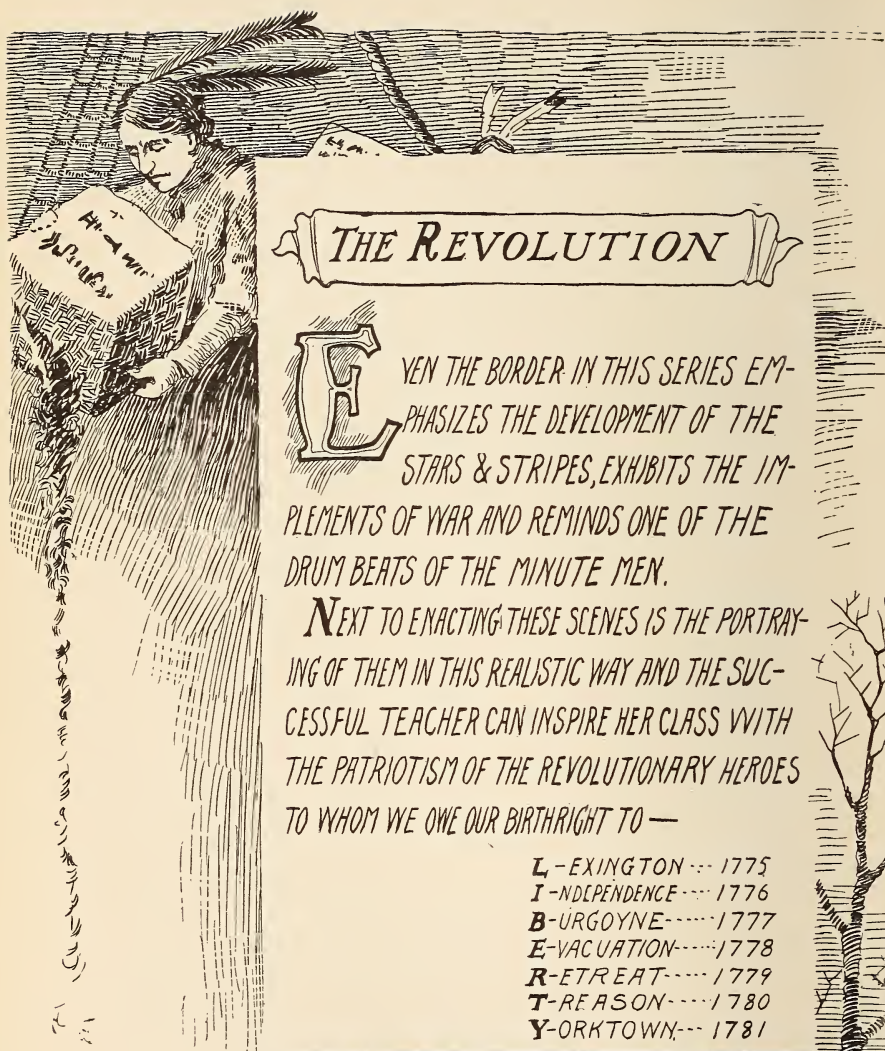
It determined the dominating religion.

It practically ended Indian depredations.

It laid the foundation of a national life, which resulted in the nearest approach to an ideal republic.

REVIEW

NAME	CAUSE	DURATION	EVENTS	TREATY AND RESULTS
King William	War between England and France on account of James II	1689-1697	Indian ravages in N. Y. Phipps' expeditions Port Royal captured	Treaty of Ryswick Territory unchanged
Queen Anne	To place James' son on throne of England	1702-1713	Deerfield massacre English capture Pt. Royal Florida settlements destroyed	Treaty of Utrecht England gained Acadia and control of Newfoundland fisheries
King George	Trouble in Europe	1744-1748	Pepperell's expedition Capture of Louisburg	Treaty of Aix-la-Chapelle. Louisburg and Cape Breton restored to France
French and Indian	Overlapping claims	1754-1763	Braddock's defeat Deportation of Acadians Capture of Fort Duquesne Capture of Louisburg Capture of Crown Point Ticonderoga and Niagara Capture of Quebec and Montreal	Peace of Paris France surrenders to England all her possessions east of the Mississippi and to Spain New Orleans and all her possessions west of the Mississippi



THE REVOLUTION

EVEN THE BORDER IN THIS SERIES EMPHASIZES THE DEVELOPMENT OF THE STARS & STRIPES, EXHIBITS THE IMPLEMENTS OF WAR AND REMINDS ONE OF THE DRUM BEATS OF THE MINUTE MEN.

NEXT TO ENACTING THESE SCENES IS THE PORTRAYING OF THEM IN THIS REALISTIC WAY AND THE SUCCESSFUL TEACHER CAN INSPIRE HER CLASS WITH THE PATRIOTISM OF THE REVOLUTIONARY HEROES TO WHOM WE OWE OUR BIRTHRIGHT TO —

L-EXINGTON... 1775
I-NDEPENDENCE... 1776
B-URGOYNE... 1777
E-VACUATION... 1778
R-ETREAT... 1779
T-REASON... 1780
Y-ORKTOWN... 1781



Outline of 1775

Battle of Lexington, April 19—

Show how the colonists were prepared.

Object of English.

Importance of the skirmishes.

Explain "Fired the shot heard 'round the world".

Concord Emerson

Battle of Lexington.....Whittier

Paul Revere's RideLongfellow

Colonists assembled around Boston.

Capture of Ticonderoga and Crown Point—

Object.

Results.

Second Continental Congress—

A final petition was sent to the king.

Washington was chosen commander-in-chief.

Voted to raise an army of 20,000 men.

It formed the united colonies and assumed authority
over them.

It voted to issue \$2,000,000 paper money.

Was independence thought of?

Battle of Bunker Hill, June 17—

Was the battle important? Why?

Compare reports made by British and Americans.

Grandmother's Story of Bunker Hill.....Holmes

Washington assumed command July 2.

The Mecklenburg Declaration.

The invasion of Canada.

Attack on Quebec.

The postal system was perfected.

What had been accomplished by the close of the year?

Note—Campaigns should be traced in different colors upon an outlined map
and the location of important battles shown.

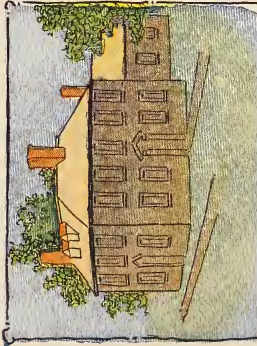
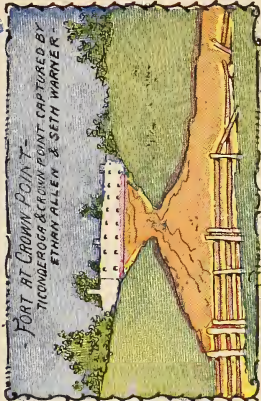
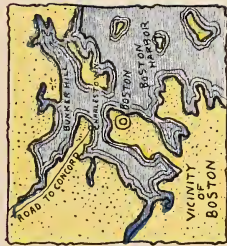
STONE CANNON - LENINGTON.



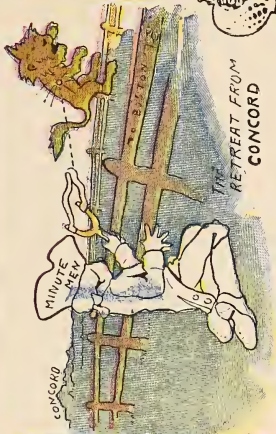
THE REVOLUTIONARY WAR

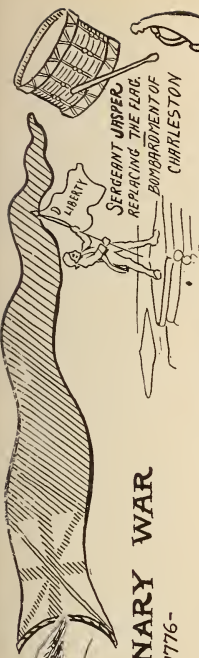
FIRST YEAR - 1775-

IN THE NAME OF THE GREAT JEHOVAH
AND THE CONTINENTAL CONGRESS



- ## EVENTS
- Battle of Lexington.
 - Capture of forts Ticonderoga and Crown Point.
 - Second Continental Congress.
 - Battle of Bunker Hill.
 - Washington assumed command.
 - Mecklenburg declaration.
 - Invasion of Canada.





THE REVOLUTIONARY WAR

SECOND YEAR-1776-

COL RALL AT TRENTON



THE LETTER THAT RALL DID NOT READ

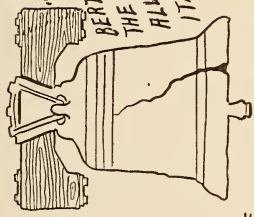


WASHINGTON'S ARMY ESCAPES FROM LONG ISLAND

THE MAIN LAND

LONG ISLAND

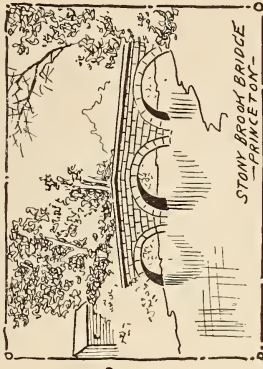
DECLARATION OF
INDEPENDENCE
JULY
FOURTH
1776-



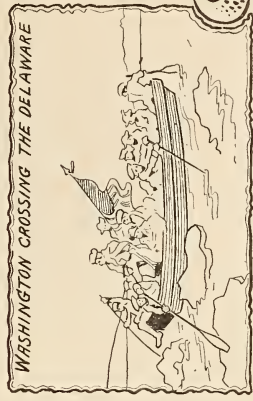
"PROCLAIM LI-
BERTY THROUGHOUT
THE LAND, UNTO
ALL THE INHAB-
ITANTS THEREOF"

EVENTS

Siege of Boston.
Attack on Charleston
Declaration of Independence
New York campaign
Retreat to Philadelphia
Hessians at Trenton.
Battle of Princeton.



STONY BROOK BRIDGE
-PRINCETON-



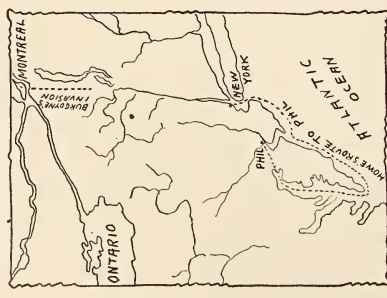
WASHINGTON CROSSING THE DELAWARE

SERGEANT JARPER
REPAIRING THE FLAG.
BOMBARDMENT OF
CHARLESTON





BURGOYNE'S INVASION AND
HOMES ROUTE TO PHILADELPHIA



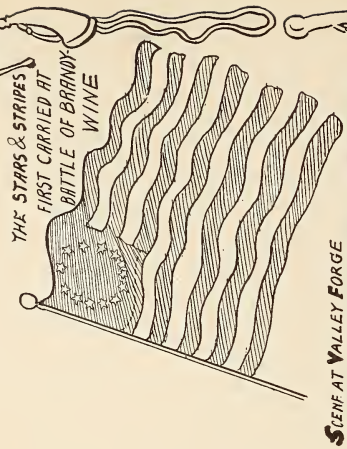
THE REVOLUTIONARY WAR

THIRD YEAR - 1777 -

BENJAMIN
FRANKLIN



WHO SUCCEED-
ED IN SECUR-
ING AID FROM
FRANCE IN
1777



THE STARS & STRIPES
FIRST CARRIED AT
BATTLE OF BRANDY-
WINE

SCENE AT VALLEY FORGE

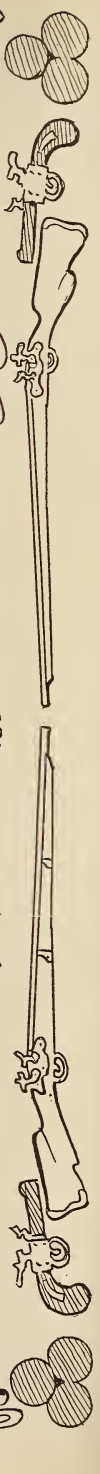


THESE ARE THE TIMES THAT TRY
MEN'S SOULS

EVENTS -
STARS AND STRIPES ADOPTED
BURGOYNE'S INVASION
Battle of Bennington.
Battle of Saratoga.
Surrender of Burgoyne.
WASHINGTON'S CAMPAIGN
Battle of Brandywine.
Battle of Germantown.
THE CONWAY CABAL.



ARNOLD AT THE
BATTLE OF SARATOGA



THE REVOLUTIONARY WAR

FOURTH YEAR - 1778 -

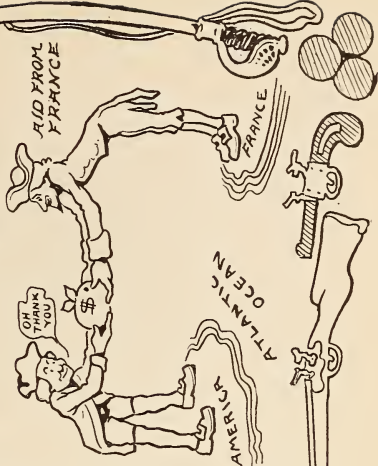
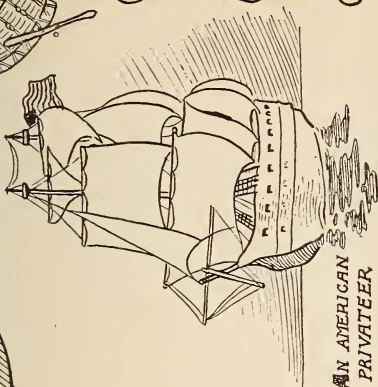


DOES -
-EVENTS-
Alliance with France.
Proposals of peace by England.
Battle of Monmouth.
Attack on Newport.
English occupied Savannah.
Wyoming & Cherry Valley massacres.

THE WYOMING MASSACRE



CLARK ON HIS WAY TO KASKASKIA



SCENE OF OPERATIONS IN THE SOUTH



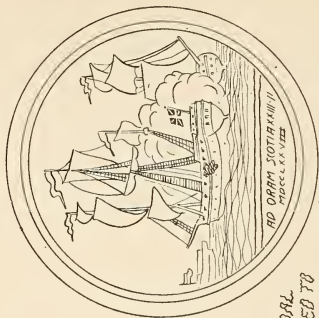
THE REVOLUTIONARY WAR

FIFTH YEAR - 1779 -

"HAVE YOU STRUCK?"
"I HAVE
NOT BE-
GUN TO
FIGHT!"

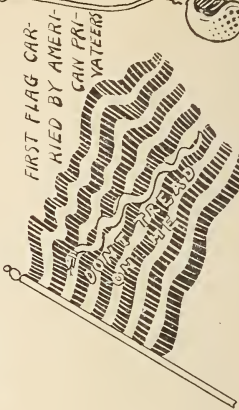


GOLD MEDAL
PRESENTED TO
PAUL JONES BY CONGRESS.



-EVENTS-

Ft. Sunbury & Augusta captured.
Battles at Brier Creek.
Siege of Savannah.
Tryon's raid in Connecticut.
Recapture of Stony Point.
Success of Paul Jones.

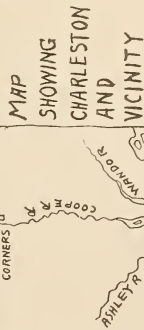


THE REVOLUTIONARY WAR SIXTH YEAR - 1780-

"THE BRITISH SOLDIER TREMBLES
WHEN MARION'S NAME IS TOLD"



MARION THE "SWAMP-FOX"



MAP

SHOWING
CHARLESTON
AND
VICINITY



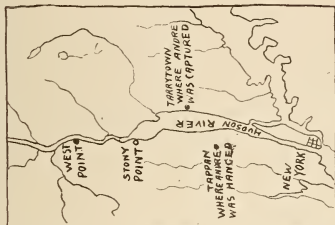
THE ESCAPE OF ARNOLD



-EVENTS-

Siege of Charleston.
Battle of Camden.
Marion, Sumpter, Lee, Pickens.
Battle of Kings Mountain.
Treason of Arnold.

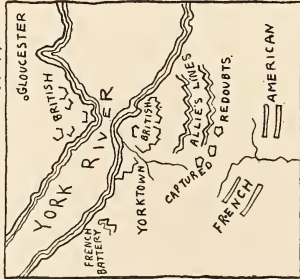
SCENE OF ARNOLD'S TREASON



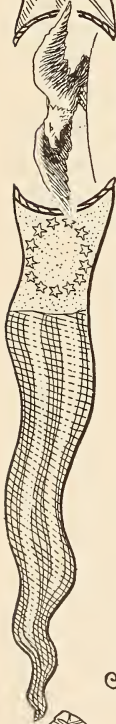
DEKALB'S MD. &
DEL. CONTINENTALS
AT CAMDEN WHERE
GATES MET DEFEAT



SIEGE OF YORK TOWN.

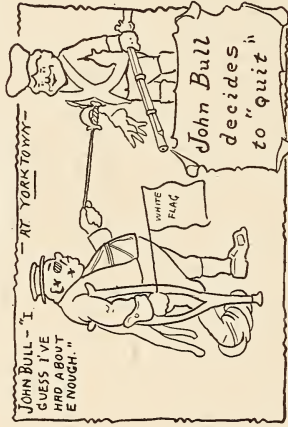


CONTINENTAL MONEY



THE REVOLUTIONARY WAR.

SEVENTH YEAR - 1781 -

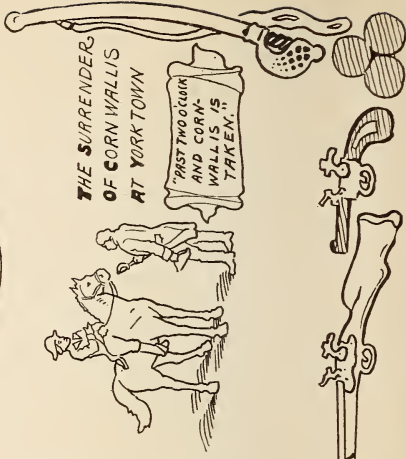


EVENTS-

Battle of Cowpens.
Green's retreat.
Battle of Guilford Court-house.
Successes of the Ragged Regiments.
Siege of Yorktown.



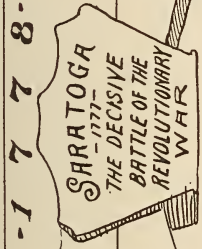
MEDAL PRESENTED
TO MORGAN BY CONGRESS



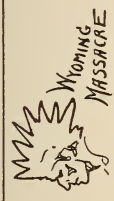
THREE LEADING EVENTS OF EACH YEAR OF THE REVOLUTIONARY WAR



- WINTER AT VALLEY FORGE -



LA FAYETTE JOINED THE AMERICAN ARMY



WYOMING MASSACRE



FLIGHT FROM FRANCE

- 1777 -



WASHINGTON LEFT HIS CAMP FIRES BURNING TO DECEIVE CORNWALLIS WHILE HE ATTACKED PRINCETON -

1779



"I HAVE NOT YET BEGUN TO FIGHT"

VICTORIES OF PAUL JONES



STONY POINT CAPTURED

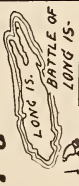
GEN. SULLIVAN'S EXPEDITION AGAINST THE INDIANS

- 1776 -

LIBERTY BELL



DECLARATION OF INDEPENDENCE



LONG IS. BATTLE OF THE CLOUDS



A HESSIAN TROOPER BATTLE OF TRENTON

1775

BATTLE OF BUNKER HILL



ETHAN ALLEN AT BURLINGTON

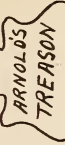


BUCKLE MONUMENT - BURLINGTON -

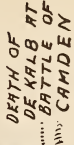
1780



THE "SWAMP FOX"



ARNOLD'S TREASON



DEATH OF DE KALB AT RED BANK BATTLE OF RED BANK

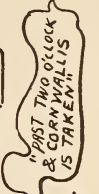
1781



GREENES' RETREAT

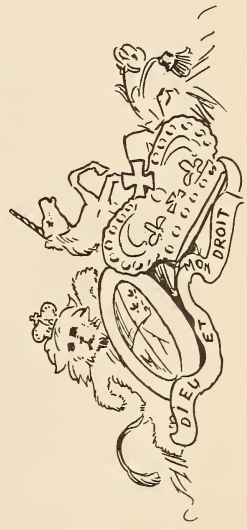


GUILFORD COURTHOUSE



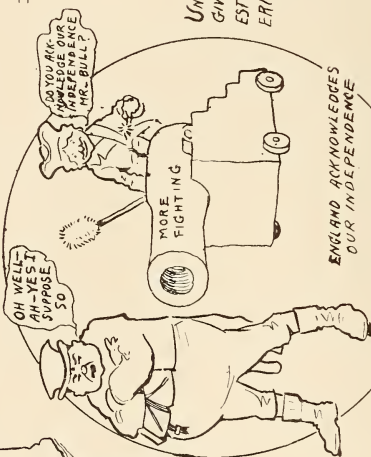
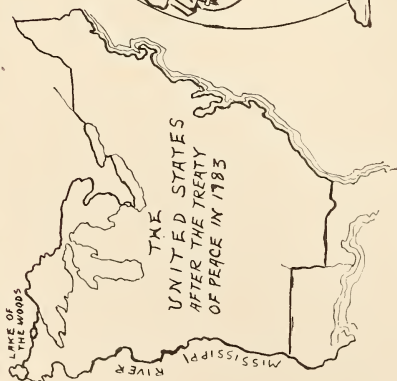
SIEGE OF FORT MIFFLIN

FORT TWO LOCKS & CORNWALLIS IS TAKEN



RESULTS OF THE

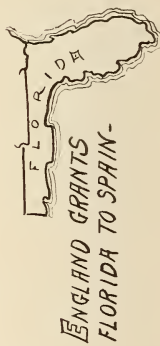
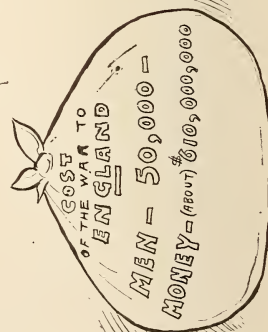
REVOLUTIONARY WAR



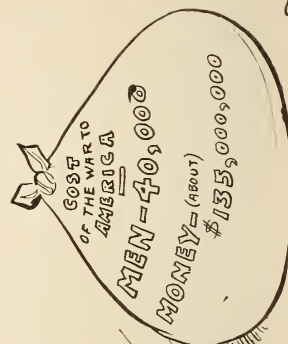
UNITED STATES GIVEN AN INTEREST IN THE FISH-ERIES -



FREE NAVIGATION OF THE MISS. & GREAT LAKES GIVEN THE UNITED STATES -



ENGLAND ACKNOWLEDGES OUR INDEPENDENCE



Revolution

Battles

American Victories

British Victories

Prominent Men

Soldiers

American

British

Statesmen

American

British

Chronological Table of Events

Supplementary Reading

A very few supplementary selections are suggested throughout this work that the teacher and student may be impressed with the richness, dramatic interest and color to historical subjects when literature is interwoven. The school histories furnish but a mere outline at best and the teacher adhering solely to the text cannot hope to inspire her pupils.

The Song of Marion's Men.	Bryant
True to the Old Flag.	Henty
The Swamp Fox.	Simms
Hugh Wynne.	Mitchell
Paul Revere's Ride.	Longfellow
Septimius Felton.	Hawthorne
The Pilot (Paul Jones is hero).	Cooper
The Spy (Grandmother's Story of the Battle of Bunker Hill).	Cooper

Topics for Special Study

The Declaration of Independence

Aid from France

The Stars and Stripes

The Backwoods Man as a Type

The Cradle of Liberty

"Greene's Superb Strategy"

Financiers of the Revolution

Foreigners in the American Army

Literature of the Revolution

The Loyalist



THE ADMINISTRATIONS

THE EVENTS OF THE TWENTY-SIX ADMINISTRATIONS ARE HERE PORTRAYED IN SUCH A WAY AS TO FIX THEM PERMANENTLY IN THE MIND OF THE STUDENT.

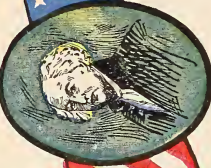
PUPILS USING THESE OUTLINES CANNOT PASS OVER THIS IMPORTANT PERIOD OF OUR HISTORY WITHOUT A GENERAL KNOWLEDGE OF THE EVENTS WHICH HAVE MADE US THE FOREMOST AMONG NATIONS AND AN IDEA AS TO WHEN SUCH HAPPENINGS OCCURRED.



OUR FIRST PRESIDENT

1789

1797



Foreign Affairs
French trouble
Citizen Genet
Jay's treaty
Mississippi treaty
Treaty with Spain
Greenwich treaty
English Order in Council

Domestic Affairs
Amendments
Inventions
Naturalization
Genius
Tariff
Slavery
Finances
Rebellions

BIRTH
PARENTAGE
EDUCATION
MARRIAGE
CHARACTER
DEATH

BIRTH
PARENTAGE
EDUCATION
MARRIAGE
CHARACTER
DEATH

MISSISSIPPI RIVER



FIRST COTTON GIN

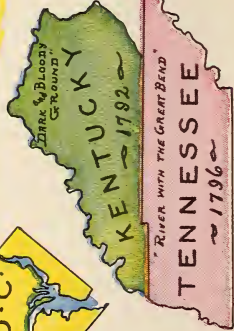


Ratified Constitution

Treaty
\$800,000 Ransom
100,000 Blesses
23,000 Annual Tribute



Washington
Citizen Genet
Proclamation of Neutrality
FIRST REVOLUTION

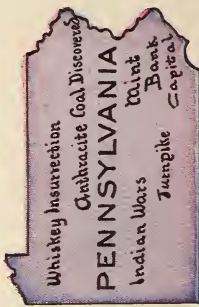


KENTUCKY
"Dark & Bloomy Ground"

TENNESSEE
"River with the Great Bend"
~ 1796



VERMONT
GREEN MOUNTAIN
~ 1791



Whiskey Insurrection

Anthracite Coal Discovered

PENNSYLVANIA

Indian Wars

Bank

Temple Capital

OPEN TO COMMERCE 1796

"Providence left him childless, that his country might call him father."

Washington's Administration

What was our total public debt at the beginning of Washington's administration? Compare this with the national debt of to-day.

What three states were admitted to the Union while Washington was president? In what year was each admitted? What is a sobriquet for each of these states?

What was the population of the United States at the first census? What state in the Union at the present time has a greater population?

What seven important events occurred in Pennsylvania? Which three occurred in Philadelphia?

What noted philosopher died? For what invention was he noted? How old was he?

What invention had to do with the development of the Southern states? Who was the inventor?

What title is given to Washington?

Summary

See what pupil can express in the most interesting way a summary of the events of any given period. We give here a summary of Washington's administration. We have expressed in a few words the gist of the events. Have a competitive recitation in which the pupils shall strive to express the most thought in the fewest words. This exercise can be applied to any period.

When the first president took his seat our population was not quite 4,000,000.

The first cabinet was formed by the selection of leaders from both parties.

The financial policy proposed by Hamilton gave us money to pay our debts and established our credit.

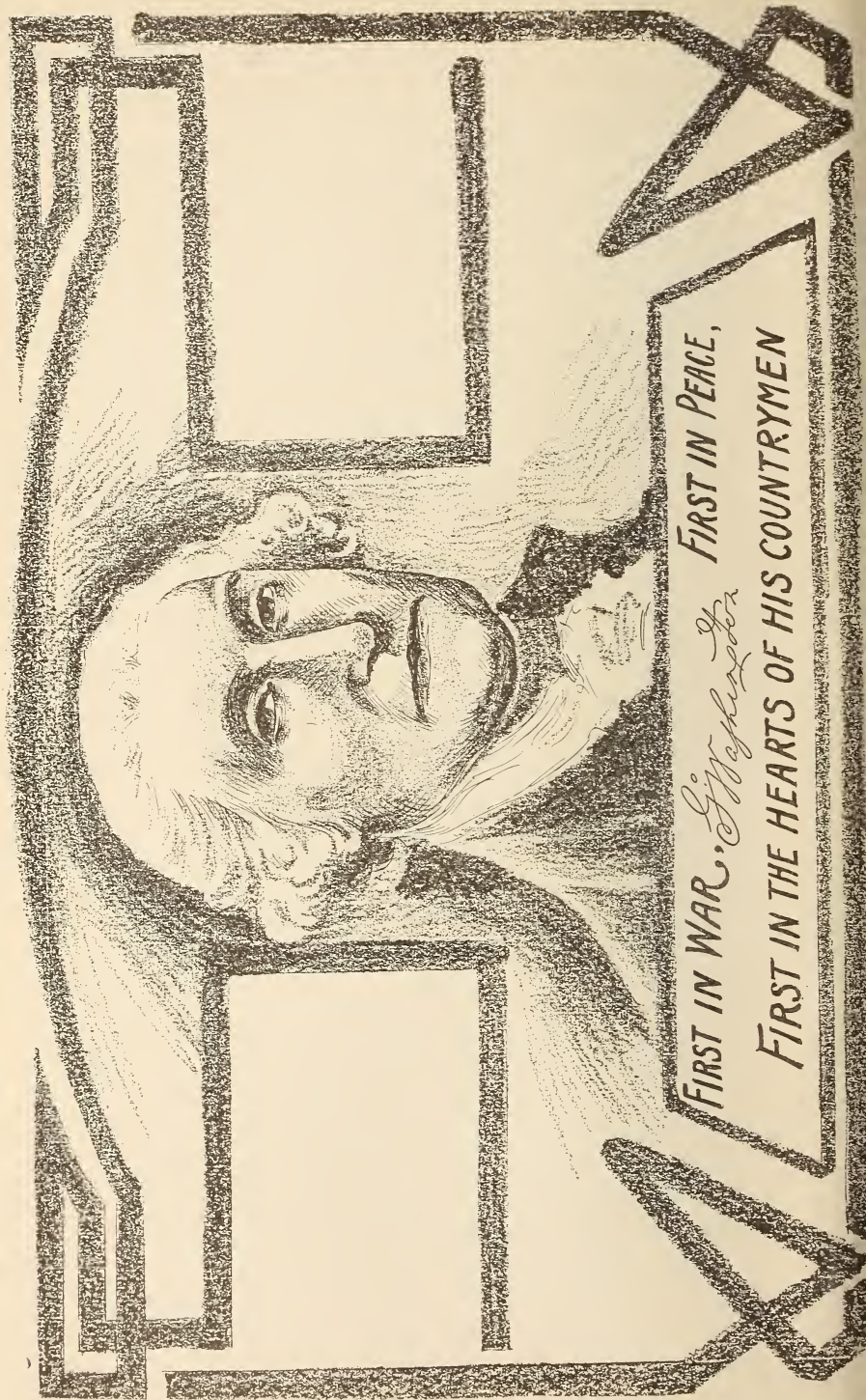
Washington wisely resisted Genet's wild policy.

After the Indians were suppressed, emigration to the western country increased rapidly.

Vermont, Kentucky and Tennessee became states.

The treaty with Spain gave us a natural outlet for the products of the west.

The cotton-gin was invented and cotton eventually became the chief crop of the Southern states.



FIRST IN WAR, *G. W. H. H.* FIRST IN PEACE,
FIRST IN THE HEARTS OF HIS COUNTRYMEN

1797

1801

ADAMS' ADMINISTRATION

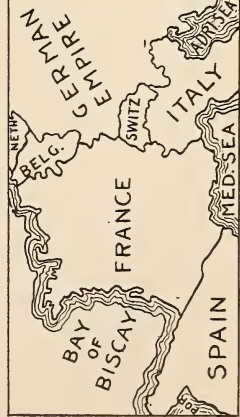


ALIEN LAW
THE PRESIDENT COULD
EXPUL FROM THE COUNTRY
ANY FOREIGNER WHOM
HE DEEMED INJURIOUS TO
THE UNITED STATES

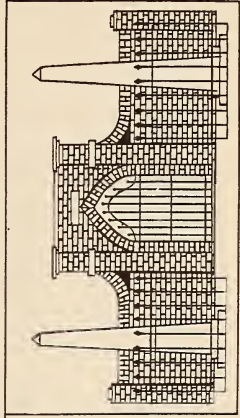
SEDITION LAW
ANY ONE LIBELING
CONGRESS, THE PRESIDENT, OR
THE GOVERNMENT, COULD
BE FINED OR IMPRISONED

DEFENSE
MILLIONS FOR
ONE CENT
FOR
TRIBUTE
BUT NOT

FIRST IN WAR
THE HEARTS
OF
AND FIRST IN
HIS COUNTRYMEN



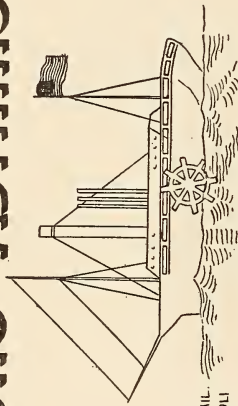
JOHN ADAMS SUCCEEDED WASHINGTON AS PRESIDENT AND DID NOT CHANGE HIS POLITICS TO AMOUNT TO MUCH.
HE MADE A GOOD RECORD AS CONGRESSMAN BUT LOST IT AS PRESIDENT LARGELY BECAUSE OF HIS EGOTISM. HE SEEMED TO THINK THAT IF HE NEGLECTED TO OIL THE GEARING OF THE SOLAR SYSTEM ABOUT SO OFTEN IT WOULD STOP RUNNING.
-BILL NYE-



1801 JEFFERSON'S ADMINISTRATION 1809

TRIPOLITAN WAR

TIME - 1801-5
1801-TRIPOLI DECLARED WAR
1803-NAVAL FORCE IN MED. SEA
PHIL. FOUND & CAPTURED
CREW TREATED AS SLAVES
1804-DECATUR CAPT. & BURNED PHIL.
COMPREHENSIVE BOMBARDMENT OF TRIPOLI
1805-TRouble CEASED
BASHAW GLAD TO MAKE TREATY



FULTON'S CLERMONT 1807



WEEHAWKEN →
FULTON'S CLERMONT & HIS
SON FELL HERE. BURN - HAW-
ILTON - 1804-



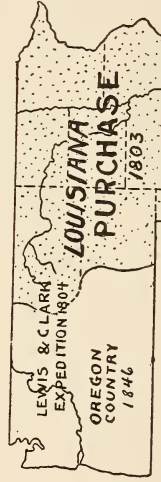
OHIO
ADMITTED
1802



ORDERS IN
COUNCIL



FRANCE
NAPOLÉON'S
MILAN-DEGREE
MILAN



LEWIS & CLARK
EXPEDITION 1804
OREGON
COUNTRY
1846
LOUISIANA
PURCHASE
1803

PURCHASE OF LOUISIANA

FROM - NAPOLEON
BONAPARTE LIVINGSTON & M'KINNEY
CAUSE
1-EXTREMITY OF NAPOLEON
2-TO PREVENT ENGLAND GETTING IT
3-TO MAKE THE UNITED STATES
A RIVAL OF ENGLAND

OBJECT -
1-TO OPEN THE MISS. RIVER TO
THE U.S. COMMERCE
2-TO EXTEND THE TERR. OF THE U.S.
TERMS - ABOUT 15,000,000 DOLLARS
INCIDENTS -
RESULTS -
1- TERR. OF THE U.S. MORE THAN DOUBLED
2- TERR. LIGHTENED SLAVE TERR. AND GAVE
RISE TO THE MO. COMPROMISE

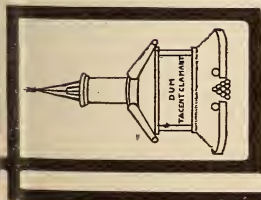
FOREIGN AFFAIRS

1806 ENGLAND ORDERS IN COUNCIL
NAPOLÉON - MILAN DECREE
EMBARGO ACT "JEFFERSON POLICY"
CHESAPEAKE FIRED ON
1809 M-C-N INTERCOURSE LAW PASSED

DOMESTIC AFFAIRS

1801 - FIRST WRITTEN
MESSAGE TO CONGRESS
ARMY & NAVY REDUCED.
EXCISE TAKEN FROM WHISKEY
1808 - SLAVE TRADE PROHIBITED.

1817 JAMES MON 1809

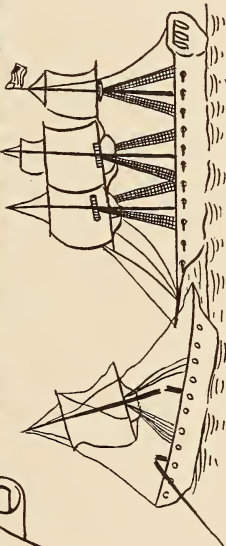
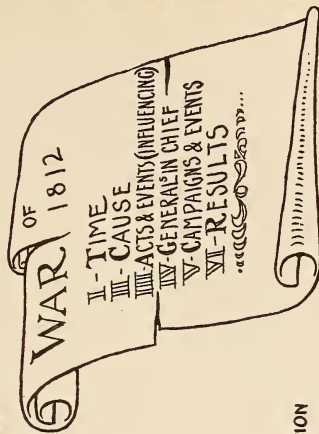
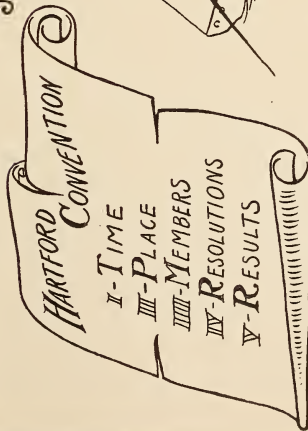


MONUMENT, NEW ORLEANS

THE STAR SPANGLED BANNER



OH, SAY CAN YOU SEE BY THE DAWN'S EARLY LIGHT WHAT SO PROUDLY WE HAILED



DESTRUCTION OF THE GUERRIERE BY THE CONSTITUTION



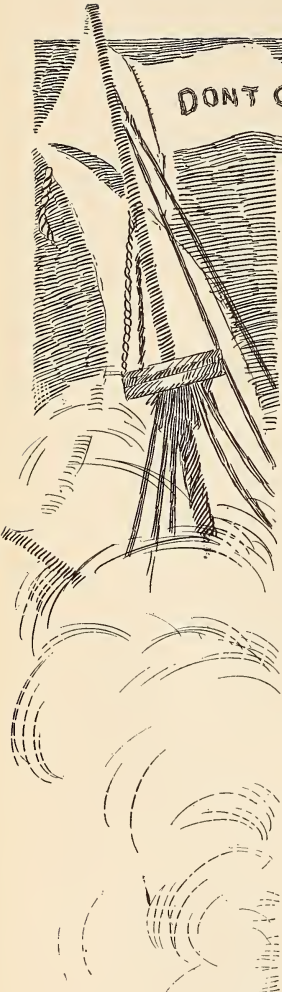
SEAL OF INDIANA



SEAL OF LOUISIANA

AMERICAN SOLDIER





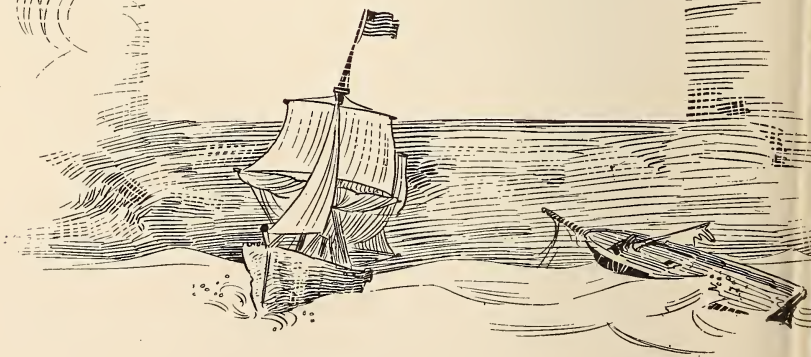
DONT GIVE UP THE SHIP

THE WAR OF 1812

YOU WILL NOTE THAT OUR BORDER FOR EACH SKETCH IS SUGGESTIVE OF SEA WARFARE.

THE PEN SKETCHES ARE SUCH AS ANY CHILD CAN REPRODUCE AND THIS GROUPING OF HISTORICAL FACTS WILL ENABLE HIM TO FIX THEM DEFINITELY IN HIS MIND.

SUCH HISTORICAL INFORMATION FURNISHES AN INCENTIVE FOR RESEARCH AND A FOUNDATION UPON WHICH ONE MAY BUILD AN HARMONIOUS SUPERSTRUCTURE.

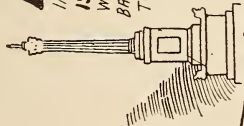


IMPRESSMENT OF AMERICAN SEAMEN-



"ONCE AN ENGLISHMAN, ALWAYS AN ENGLISHMAN"

THE WAR OF 1812 FIRST YEAR-1812

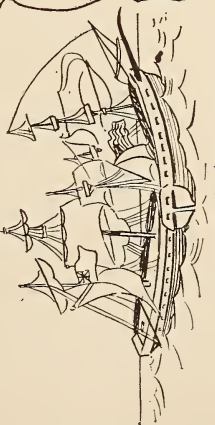


BRock MONUMENT
IN HONOR OF SIR
ISAAC BROCK WHO
WAS KILLED AT THE
BATTLE OF QUEEN-
STOWN HEIGHTS-

CAUSES
RIGHT OF SEARCH
IMPRESSMENT OF AMERICAN SEAMEN
INTERFERENCE WITH COMMERCE
DISPUTED POSSESSIONS
ACTS OR EVENTS (INFLUENCING)
900 AMERICAN SHIPS CONFISCATED
6000 AMERICAN SEAMEN IMPRESSED
THE ORDERS IN COUNCIL
NON-INTERCOURSE ACT

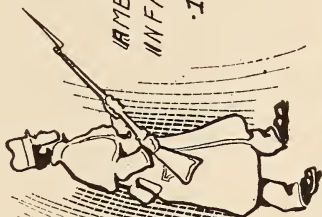
-HAPPENINGS OF 1812-

HULL'S INVASION OF CANADA
BRITISH TAKE MACKINAW
HULL SURRENDERED DETROIT
BATTLE OF QUEENSTOWN HEIGHTS
NAVAL BATTLES
CONSTITUTION AND GUERRIERE
WASP AND FROLIC
UNITED STATES AND MACEDONIAN
CONSTITUTION AND JAVA
ESSEX AND ALERT
300 BRITISH MERCHANT VESSELS CAPTURED



THE ENGLISH SHIP "FROLIC"
CAPTURED BY THE "WASP"

AN
AMERICAN
INFANTRYMAN
OF
1812.



"DON'T GIVE UP THE SHIP"



DEATH OF
LAWRENCE

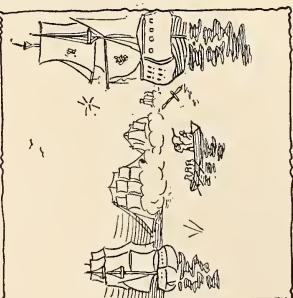
THE WAR OF 1812 SECOND YEAR-1813



OLIVER
H. PERRY

"WE SHAVE MET
THE EN-
EMY AND
THEY ARE
OURS"

PERRY
CHANGING
HIS
FLAG-
SHIP
DURING
THE
BATTLE



HAPPENINGS OF 1813

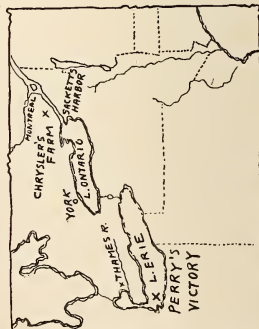
RECOVERY OF MICHIGAN
BATTLE OF FRENCHTOWN
PERRY'S VICTORY

BATTLE OF THE THAMES
INVASION OF CANADA
CAPTURE OF YORK

BATTLE OF CHRYSLER'S FARM

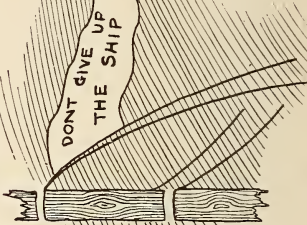
CREEK INDIAN WAR
NAVAL BATTLES

HORNET AND PEARCOCK
CHESAPEAKE AND SHANNON



The War in the North

PERRY'S
PENNANT

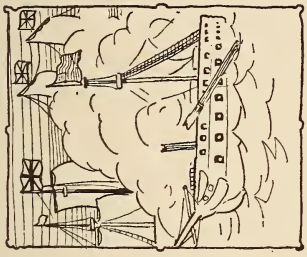


THE
WAR OF 1812
THIRD YEAR-1814

"I'LL TRY SIR
—O—O—
TO REMEMBER
THE
RIVER RAISIN"



BATTLE
BETWEEN
THE
ESSEX
AND
TWO
ENGLISH
SHIPS



TREATY OF GHENT
DEC 24, 1814

CONQUESTS WERE RESTORED
ENGLAND AND AMERICA AGREED
UPON A COMBINED EFFORT
TO SUPPRESS THE IMPORTATION
OF SLAVES FROM AFRICA.

GEN. WIN-
FIELD SCOTT
AT THE
BATTLE OF
CHIPPEWA



"THE ENEMY SAY
THAT THE AMERICANS
ARE GOOD AT A LONG
RANGE, BUT CANNOT STAND THE COLD IRON
CHARGE!"
—Gen. Scott.

ACT OF
VANDALISM



WASHINGTON
THE BRITISH BURN
WASHINGTON,
DESTROYING THE CAP-
ITOL, THE PRESIDENT'S
HOUSE & THE NATION-
AL LIBRARY.

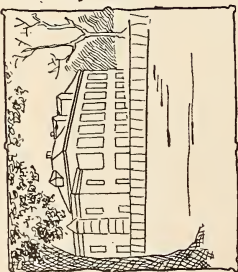
I WILL MAKE A
COW PASTURE OF THESE
YANKEE CAPITOL GROUNDS.
—Gen. Ross.



THE
WAR OF 1812
FOURTH YEAR-1815



**THE HEADQUARTERS
OF GEN. JACK-
SON DURING THE
BATTLE OF
NEW ORLEANS**



BEHIND THE COTTON BALES



EVIL EFFECTS
OF THE
WAR

EVIL EFFECTS
OF THE
WAR

SUPERIORITY
OF AMERICAN
NAVY WAS
ESTABLISHED

GOOD EFFECTS
OF THE
WAR

PIONEER

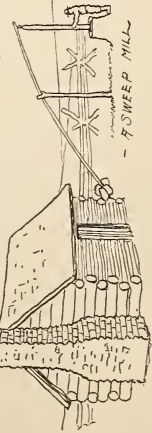
THE FRONTIERS
MAN—THE AD-
VANCE GUARD OF
CIVILIZATION



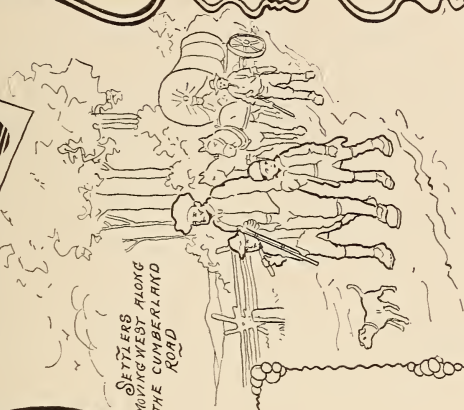
DAYS



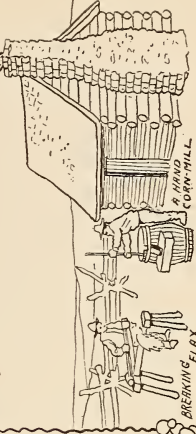
LEWIS FIRST
GLIMPSE OF THE
ROCKIES



— F-SWEEP MILL



SETTLERS
MOVING WEST ALONG
THE CUMBERLAND
ROAD



— R-HIND
CORN-MILL

BREAKING PLAX

SOME FAMOUS— PIONEERS—

LEWIS CLARK
PIKE

DANIEL BOONE
DAVID CROCKETT

STATES ADMITTED

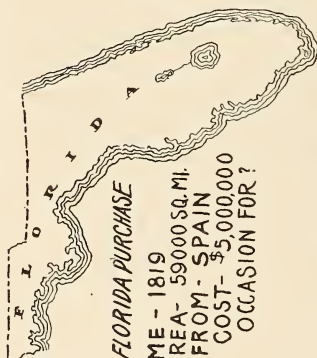


1817 1818 1820 1825

PEACE FOR THIRTY YEARS

JAMES MONROE

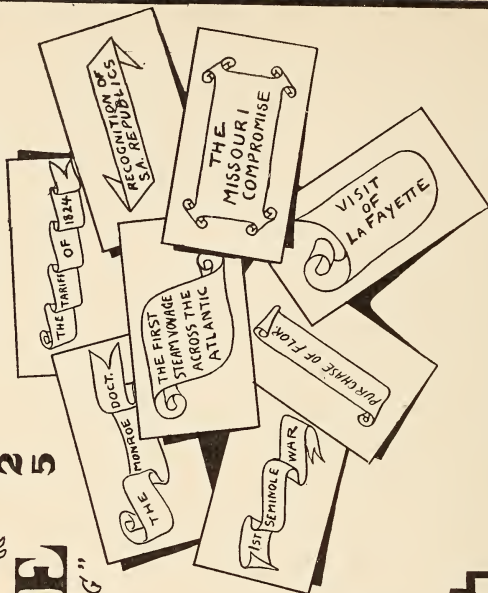
"ERA OF GOOD FEELING"



FLORIDA PURCHASE

TIME - 1819
AREA - 59000 SQ. MI.
FROM - SPAIN
COST - \$5,000,000
OCCASION FOR ?

IMPORTANT EVENTS

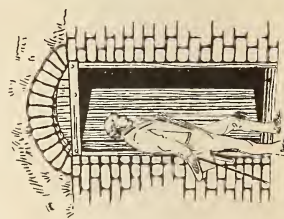


Missouri Compromise

TIME 1820
AUTHORS
STATEMENT
RESULT

Monroe Doctrine

TIME - 1823
CAUSE
STATEMENT
RESULT



LAFAYETTE AT THE TOMB OF WASHINGTON

"THE NATION'S GUEST"

1825

"THE WALKING VOCABULARY"
"THE OLD MAN ELOQUENT"

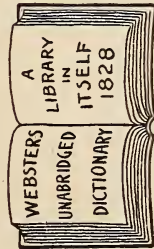
J. Q. ADAMS' ADMINISTRATION

1829

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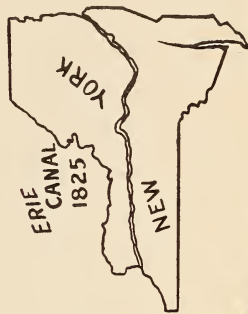
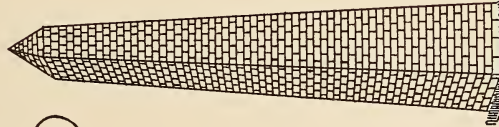
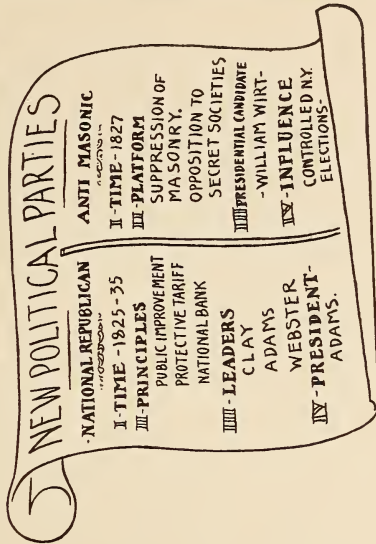
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"THIS IS THE LAST OF EARTH"
"TALENT, OPPORTUNITY, EFFORT, RESULTS."



IMPORTANT EVENTS

- 1825- BUNKER HILL
ERIE CANAL OPENED
- 1826- DEATH OF JOHN ADAMS
DEATH OF JEFFERSON
DISAPPEARANCE OF MORGAN
- 1827- FIRST RAILWAY
- 1828- BILL OF ABOMINATIONS
WEBSTERS DICTIONARY



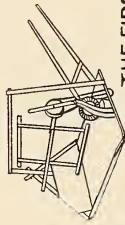
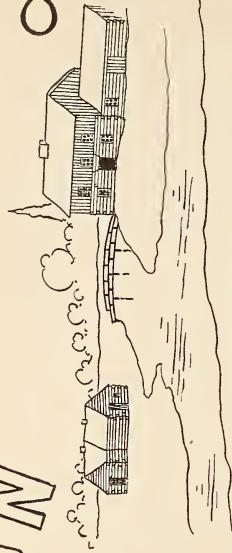
THE FIVE
IMPORTANT
EVENTS

1829

1837

JACKSON

OLD HICKORY



THE FIRST
HARVESTER

SPOILS SYSTEM

"TO THE VICTORS
BELONG THE
SPOILS"

ROTATION IN OFFICE
KITCHEN CABINET
POCKET VEToes

**ANTI SLAVERY
MOVEMENT**

NEW ENGLAND
ANTI SLAVERY
SOCIETY ORGANIZED

"THE LIBERATOR"

GARRISON

U.S. BANK

CHARTER VETOED
SPECULATION
SPECIAL CIRCULAR

STATE BANKS

"Pet Banks"

THOS BENTON

NULLIFICATION

RESISTANCE OF
NATIONAL LAW

FORCE ACT

GAG RULE

THE "BLOODY BILL"

LITERARY

RISE OF AMERICAN LITERATURE
AND CHIEF NEWSWRITERS

BRYANT - WHITTIER
HAWTHORNE - IRVING
LONGFELLOW - COOPER
EMERSON - HOLMES
- POE -

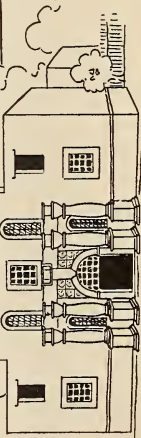
N.Y. SUN FOUNDED
N.Y. HERALD FOUNDED

OTHER EVENTS

INDEPENDENCE OF MEXICO
MORMONISM ESTABLISHED
DEATHS OF MONROE & MADISON

TREATY WITH BRAZIL
TEXAS DECLARES INDEPENDENCE
GREAT FIRE IN NEW YORK
CHOLERA VISITS U.S.
ARK. & MICH. ADMITTED

SEMINOLE
AND
BLACK-
HAWK
WARS



ALAMO

CHICAGO IN 1832

VAN BUREN'S ADMINISTRATION

1837-1841.

MAGNETIC TELEGRAPH
PATENTED-1837-



THE ALTON RIOTS
1837.

THE
CANADIAN REBELLION
1837.

CHEROKEE INDIANS
MOVED TO INDIAN TERRITORY
1838.

THE GREAT
FINANCIAL PANIC
..... OF 1837
THE
SUBTREASURY SYSTEM
ESTABLISHED.

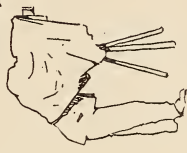
6th CENSUS-POP-17,603,453
1840.

SUBTREASURY BILL PASSED
1840.

FIRST NORMAL SCHOOL
OPENED IN MASS.
1839.

PROCESS OF
VULCANIZING RUBBER
DISCOVERED IN
1839.

FIRST PHOTOGRAPH
TAKEN IN AMERICA--
1839.

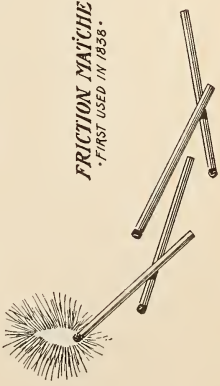


THE
SEMINOLE
WAR.



VICTORIA CROWNED

FRICITION MATCHES
FIRST USED IN 1838.



W. H. HARRISON'S ADMINISTRATION

MARCH 4TH TO APRIL 4TH 1841

W. H. HARRISON.

BIRTH
ANCESTRY
PARENTAGE
EDUCATION
YOUTH
MANHOOD
OCCUPATION
DESCRIPTION
HOME LIFE
POLITICS
PUBLIC CAREER
COMPATRIOTS
CABINET
DYING WORDS
DEATH
BURIAL



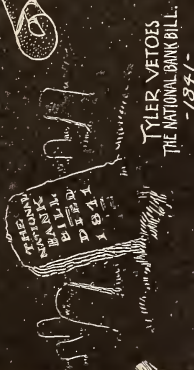
TIPPECANOE
AND
TYLER
TOO

HARD
CIDER

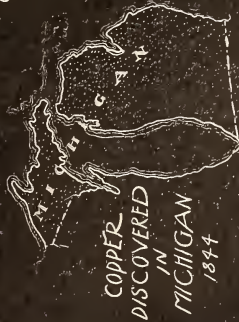
1841 TYLER'S ADMINISTRATION 1845

EVENTS OF IMPORTANCE

THE WEBSTER-ASHBURNTON TREATY.
DORR'S REBELLION.
TROUBLE WITH MORMONS IN THE WEST.
SCREEN PROPELLER INTRODUCED INTO U.S. NAVY.



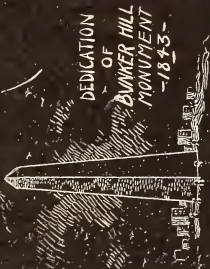
TYLER VETOES
THE NATIONAL BANK BILL.
-1841-



COPPER
DISCOVERED
IN
MICHIGAN
1844



FLORIDA MADE A STATE
1845

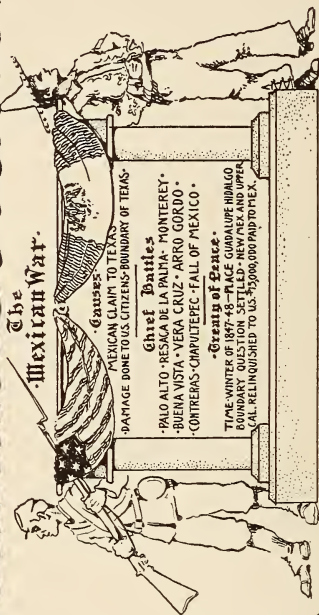


DEDICATION
OF
MONUMENT
-1845-



FIRST TELEGRAPHIC
LINE IN THE
WORLD -1844-

1845 Polks-1849. Administration



The Mexican War.

•GAINES•

•MEXICAN CLAIM TO TEXAS•

•Chief Battles•

•PALO ALTO • RESACA DE LA PALMA • MONTEREY •

•BUENA VISTA • VERA CRUZ • ARRO GORDO •

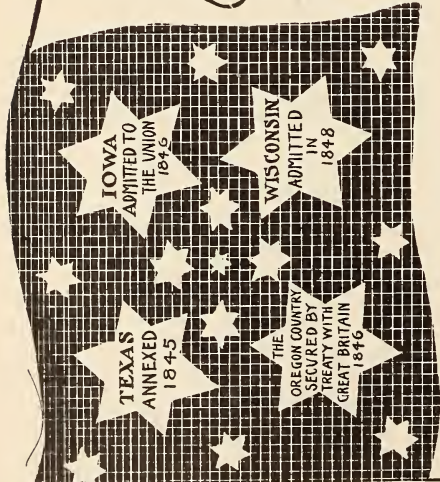
•CONTRAS • CAMPUPEC • FALL OF MEXICO •

•Treaty of Peace•

TIME • WINTER OF 1847-48 • PLACE GUADALUPE HUELGO

BOUNDARY QUESTION SETTLED • NEW MEX AND UPPER

CAL RELINQUISHED TO US • \$3,000,000 PAID TO MEX.

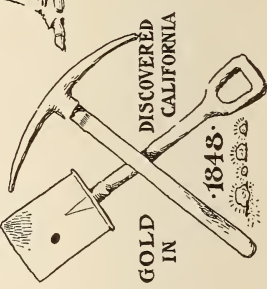


IOWA
ADMITTED TO
THE UNION
1845

WISCONSIN
ADMITTED IN
1848

TEXAS
ANNEXED
1845

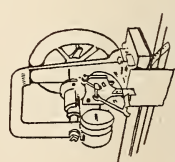
THE
OREGON COUNTRY
SECURED BY
TREATY WITH
GREAT BRITAIN
1846



DISCOVERED
CALIFORNIA

GOLD
IN

1848.



SEWING MACHINE
INVENTED BY HOWE • 1845 •

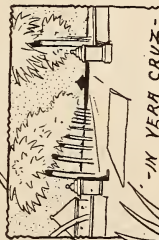
HAPPENINGS.

NAVAL SCHOOL FOUNDED AT ANNAPOLIS-1845-
SMITHSONIAN INSTITUTE ESTABLISHED-1846-
1ST OPERATION PERFORMED BY USE OF ETHER-1846-
HOE CYLINDER PRINTING PRESS INVENTED-1847-
SALT LAKE CITY FOUNDED-1849-

THE MEXICAN WAR

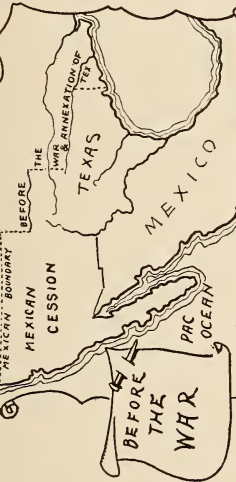


"GEN. TAYLOR
NEVER
SURRENDERS"



KEARNEY'S CAMPAIGN

TREATY OF
GUADALUPE HIDRGO



BEFORE
THE
WAR

Events.

CAUSES

ANNEXATION OF TEXAS.
DISPUTED BOUNDARY LINE.
EVENTS LEADING TO WAR.

TAYLOR'S CAMPAIGN

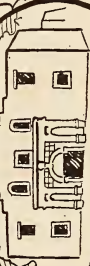
KEARNEY'S CAMPAIGN

SCOTT'S CAMPAIGN

RESULTS OF
THE WAR

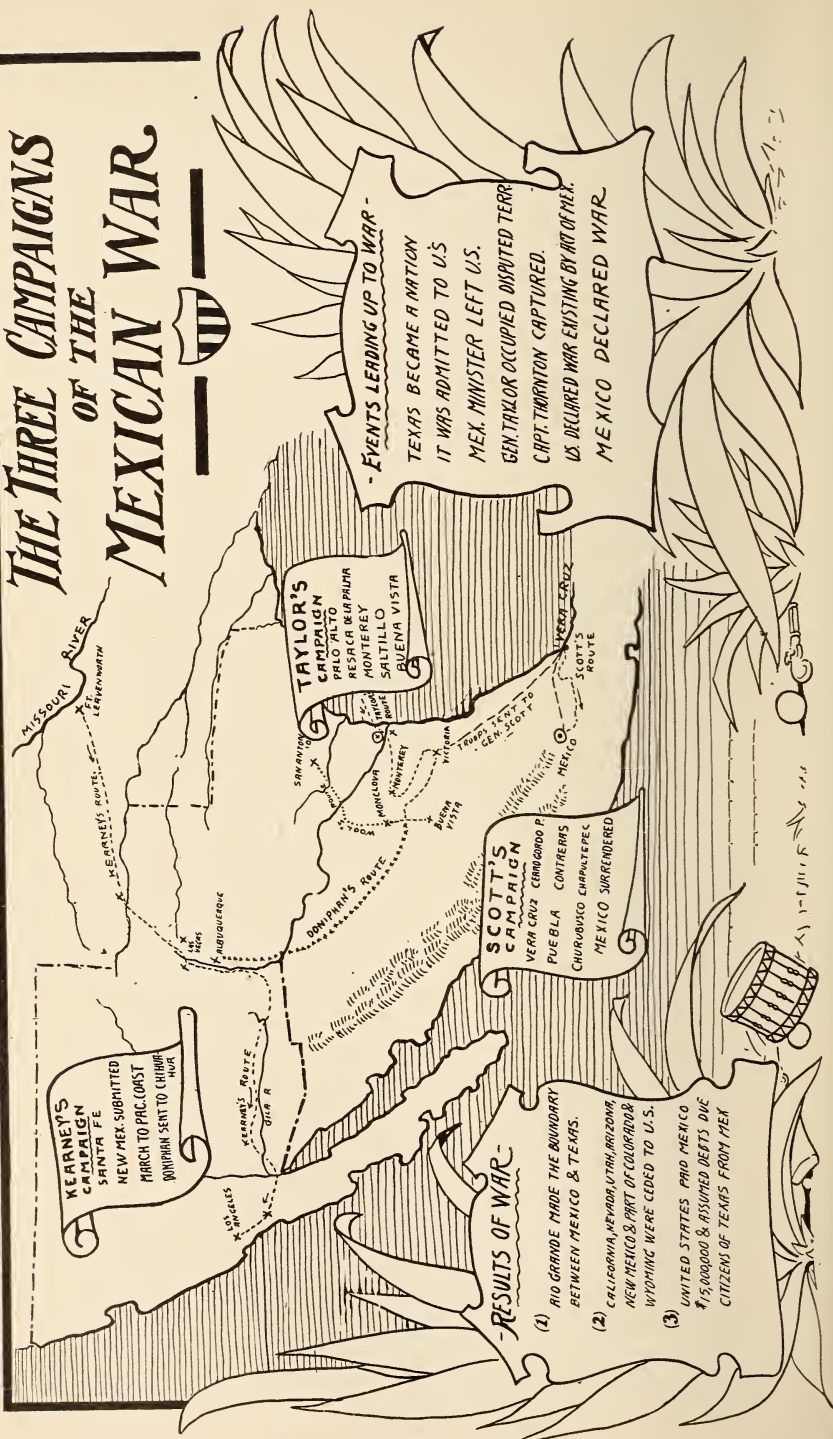


SANTA ANNA



"REMEMBER THE
ALAMO"

THE THREE CAMPAIGNS OF THE MEXICAN WAR.



KEARNEY'S CAMPAIGN

SANTA FE
NEW MEX. SURRENDERED
MARCH TO PACIFIC
QUINLAN SENT TO CHIHUAHUA

TAYLOR'S CAMPAIGN

RESACA DE LA PAJUA
PILO ALTO
MONTEREY
SALTILLO
BUENA VISTA

SCOTT'S CAMPAIGN

VERA CRUZ CAMBORDO P.
PUEBLA CONTRERAS
CHUBUISO CUMPAITEPEC
MEXICO SURRENDERED

-RESULTS OF WAR-

- (1) RIO GRANDE MADE THE BOUNDARY BETWEEN MEXICO & TEXAS.
- (2) CALIFORNIA, NEVADA, UTAH, ARIZONA, NEW MEXICO & PART OF COLORADO & WYOMING WERE CEDED TO U.S.
- (3) UNITED STATES PAID MEXICO \$15,000,000 & ASSUMED DEBTS DUE CITIZENS OF TEXAS FROM MEX.

-EVENTS LEADING UP TO WAR-

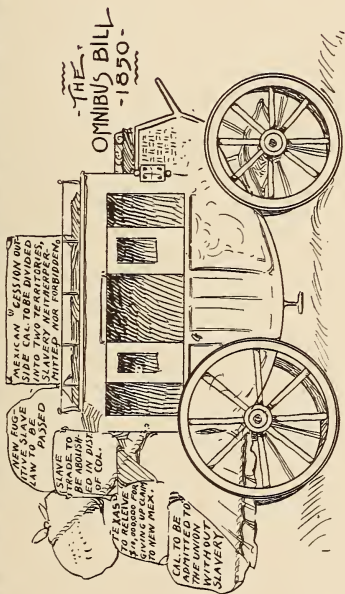
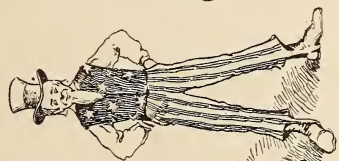
TEXAS BECAME A NATION
IT WAS ADMITTED TO U.S.
MEX. MINISTER LEFT U.S.
GEN. TAYLOR OCCUPIED DISPUTED TERR.
CAPT. THURNTON CAPTURED.
U.S. DECLARED WAR EXISTING BY ACT OF MEX.
MEXICO DECLARED WAR.

TAYLOR'S ADMINISTRATION

1849

1850

CALIFORNIA
SEeks ADMISSION TO THE UNION
-1850 + 4-



PRES. TAYLOR DIED JULY 9 1850

THE OVERLAND ROUTE TO CALIFORNIA



FILMORE'S 1850-1853 ADMINISTRATION

• IMPORTANT EVENTS •

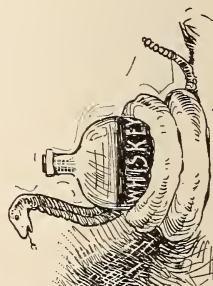
PACIFIC RAILWAY SURVEYS ORDERED 1853
HUNGARIAN PATRIOT KOSUTH SEEKS AID IN UNITED STATES
1852.

MANY ARCTIC
EXPEDITIONS
SENT OUT

"LITTLE UNDERGROUND
RAILWAY"
GUIDING A RUNAWAY NERCO TO THE NEXT
"STATION"



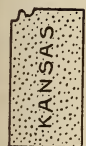
UNCLE TOM'S CABIN
PUBLISHED 1852



MAINE LAW PASSED
(1ST TEMPERANCE LAW)
1851.



Summer-Brooks



*Border Warfare
Bleeding Kansas*



*Squatter Sovereignty
Abolitionists
Black Republicans*



*N-E-Emigrant Assn
Sons of Freedom*



*Borderers
Border Ruffians*

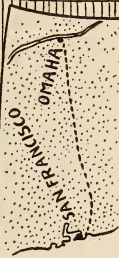


*First Worlds Fair
Crystal Palace
Labor-Saving Exhibit*

DOMESTIC AFFAIRS

PIERCE'S

1853



*Pacific R R Exploration
Congress Ordered Survey*

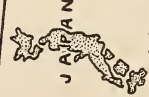
1857



*Gadsden Purchase
1853*

ADMINISTRATION

FOREIGN AFFAIRS



*Perry's Treaty
1854*



*Martin K Koszta
1854*



*Ostend Manifesto
1853*



*Fishing Dispute Ended
Reciprocity Ended
1854*



*Sound Question
Discontinued 1854*



*Fillibustering
1853-60*



Reichman's Administration



MINNESOTA BECOMES A
STATE - 1858 -

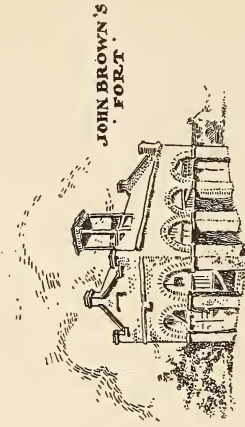
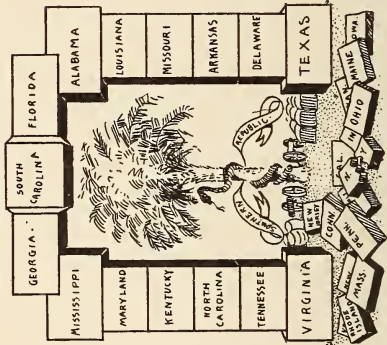


OREGON ADMITTED TO
THE UNION - 1859 -



KANSAS ADMITTED AS A
STATE - 1860 -

CONFEDERATE STATES
ORGANIZED IN 1861 -



JOHN BROWN'S
RAID AT HARPER'S FERRY -
1859



OIL DISCOVERED IN PENNSYLVANIA
- 1859 -

OTHER IMPORTANT EVENTS

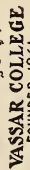
- FINANCIAL PANIC - 1857
- COMSTOCK LOBE DISCOVERED - 1858
- LAYING OF THE ATLANTIC CABLE - 1857
- MORMONS AT UTAH OVERPOWERED - 1858
- LINCOLN - DOUGLAS DEBATES - 1858
- 8th CENSUS - POP. 31,443,321 - 1860
- SECESSION OF SOUTH CAROLINA - 1860



DIED SCOTT DECISION - 1857 -



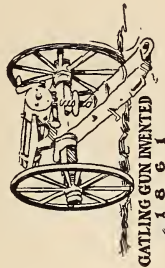
WEST VIRGINIA ADMITTED
TO THE UNION-1863-



VASSAR COLLEGE



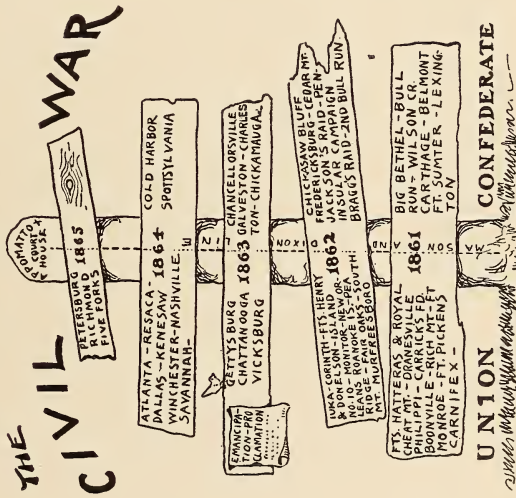
THE
SIOUX WAR
1862-63



GATLING GUN INVENTED



FREE MAIL DELIVERY
IN LARGE CITIES
ESTABLISHED-1863



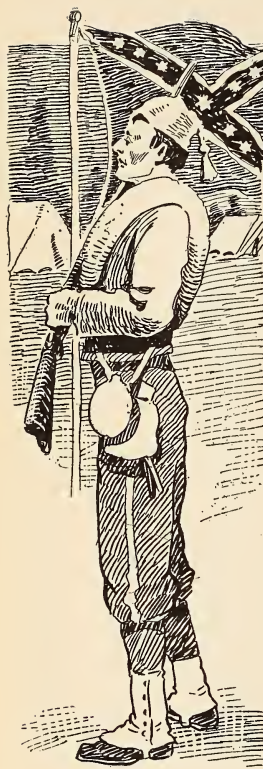
CONFEDERATE

EVENTS.

GROUNDS PURCHASED FOR NAT. CENT. TERMS-1864
 ADDITIONAL TAXES TO PROVIDE FOR WAR1861-
 HOMESTEAD LAW-1861-
 BUREAU OF AGRICULTURE FOUNDED-1862-
 PAC RR & TEL. AUTHORIZED -1862-
 THE ANTI-POLYGAMY ACT-1862-

EVENTS

FIRST ISSUE OF GREENBACKS-1862
CONSCRIPTION ACT - 1863
NATIONAL BANK FOUNDED-1863
EMANCIPATION PROCLAMATION-1863
POSTAL MONEY ORDER SYSTEM EST.1864
THE PHILADELPHIA FAIR-1864-



THE CIVIL WAR

THE SERIES OF PEN SKETCHES OUTLINING THE CIVIL WAR PORTRAY THE CHARACTERISTIC EVENTS OF EACH YEAR IN SUCH A WAY AS TO INDUBLY IMPRESS THEM ON THE STUDENT'S MIND.

WE ALSO GIVE A SPECIAL PAGE "CAUSES" AND A NUMBER OF REVIEW SKETCHES WHICH ARE VERY SUGGESTIVE.

IF THE TEACHER WILL USE THE "TREE" DESIGN AND DEVELOP IT AS THE DIFFERENT BATTLES ARE STUDIED IT WILL PROVE AN EFFECTIVE DEVICE.

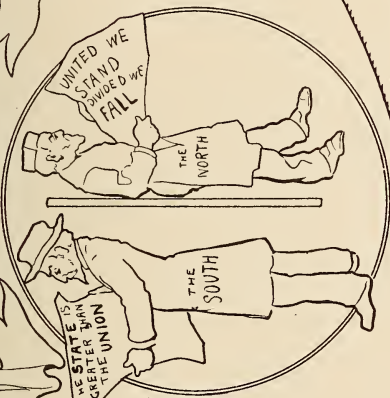
IF THE RESULTS ARE PICTURED TO THE CHILD AS HERE PRESENTED THE FACTS WILL ALWAYS BE REMEMBERED.



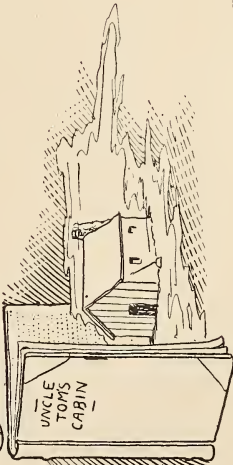
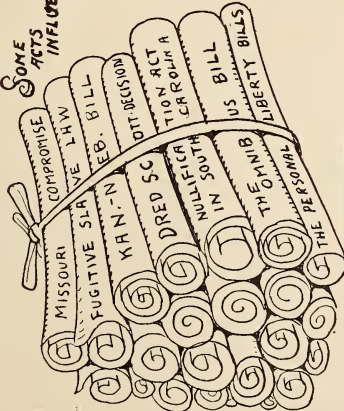
CAUSES OF THE CIVIL WAR

THIS IS A NATION

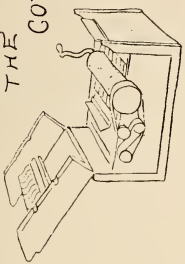
AND NOT A LEAGUE
—ANDREW JACKSON



SOME
ACTS
INFLUENCING



THE
COTTON
GIN



CAUSES.

REAL BUT REMOTE—

DIFFERENT INTERPRETATION OF CONSTITUTION
DIFFERENT SYSTEMS OF LABOR IN NORTH & SOUTH.
LACK OF INTERCOURSE.

IMMEDIATE—

SECESSION OF THE STATES



THE CIVIL WAR

FIRST YEAR - 1861 -

"SEE,
THERE'S JACKSON
STANDING LIKE
A STONEWALL!"



GEN. STONEWALL JACKSON
AT BULL RUN

...EVENTS...

ATTACK ON FORT SUMPTER,
CALL FOR TROOPS
CAMPAIGNS IN VIRGINIA
WAR IN MISSOURI
ATTITUDE OF FOREIGN NATIONS
TRENT AFFAIR.

ON TO RICHMOND!



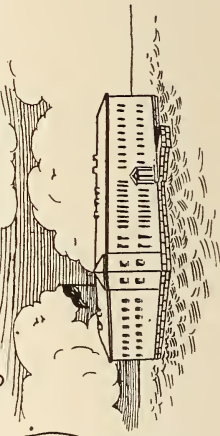
ABRAHAM LINCOLN.



JEFFERSON DAVIS.



CAPITOL OF
THE CONFEDERACY
AT RICHMOND



FORT SUMPTERS
- IN 1861 -

CAMPAIGNS AND EVENTS
MERRIMAC AND MONITOR
WAR IN KENTUCKY & TENNESSEE
OPENING OF THE MISSISSIPPI
ADVANCE ON RICHMOND
LEE'S INVASION OF MARYLAND
BATTLE OF FREDERICKSBURG
FIRST ISSUE OF GREENBACKS

7777

[illegible]

THE NORTH'S
THREE FOLD PLAN
FOR THE SECOND
YEAR OF THE WAR

THE BATTLE
OF THE
IRON SHIPS

THE MERRIMAC &
THE MONITOR

BURNSIDE'S BRIDGE -
ANTIETAM CREEK - ANTIETAM -
THE BATTLE THAT MARKED LEE'S
FAILURE IN HIS FIRST INVASION
OF THE NORTH.

BARBARA
BRIETCHIE

"SHOOT, IF YOU MUST, THIS
OLD GRAY HEAD,
BUT SPARE YOUR COUNTRY'S
FLAG," SHE SAID.

Variety—Classification

To the student familiar with history these pen sketches are self-interpreting. A careful study of them will reveal many facts that are not seen at a casual glance.

While we believe there is enough variety to overcome monotony, yet we have endeavored to classify the events in such a way as to assist the memory.

Variety is apparent in every sketch, and we simply mention one feature: you will notice that the administrations have different borders and the titles are in different styles of letter.

The classification is shown in many ways, and we call attention to the similarity of borders for the series of each war. The border for the Intercolonial war is significant of Indian warfare, and the Revolution is representative of that period. In the war of 1812, which was carried on at sea, the border is indicative of sea warfare, and in the Civil war the flags of the Blue and the Gray are draped on either side.

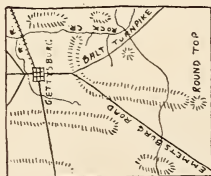
The simplicity in the drawings representing the Merri-mac and Monitor show how easy it is for the child to reproduce these battle scenes in an impressive way. The few lines in the pen portrait of General Lee enable any pupil to make such sketches. The old bridge at Antietam marks such an historic place and is so easily drawn that a teacher is hardly justified in taking a class over this subject without having the scene before them. This illustrative work impresses the student with the facts and enables the teacher to do effective work.

A careful study of these sketches and a reproduction of them by the pupils, either on the blackboard or in written work, will interest the pupil and result in better teaching, as well.

THE CIVIL WAR

THIRD YEAR - 1863-

GETTYSBURG
AND VICIN-
ITY

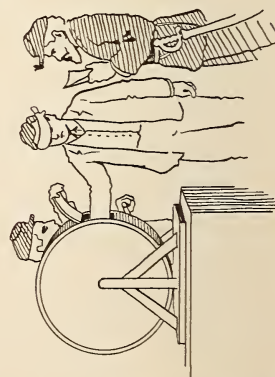
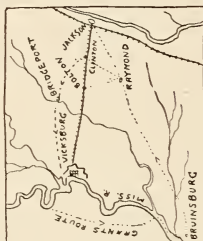


--EVENTS--

- THE EMANCIPATION PROCLAMATION
- THE BATTLE OF CHANCELLORSVILLE
- THE BATTLE OF GETTYSBURG
- THE SIEGE OF VICKSBURG
- THE BATTLE OF CHICKAMAUGA
- THE SIEGE OF CHATTANOOGA
- THE SIEGE OF CHARLESTON

THE TURNING POINT OF THE WAR

VICKSBURG
AND
VICINITY

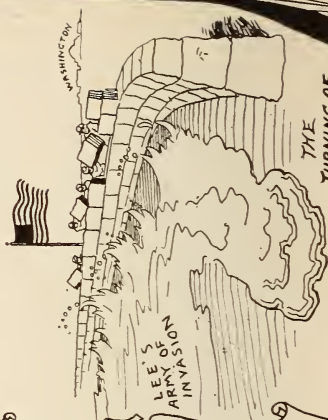


"THE DRAFTING WHEEL"



EMANCIPATION
PROCLAMATION

EMANCIPATION
PROCLAMATION
~ISSUED~



THE
TURNING OF
THE TIDE

THE CIVIL WAR

FOURTH YEAR - 1864-



WE
WILL FIGHT IT
OUT ON THIS
LINE IF IT TAKES
ALL SUMMER

U.S. GRANT IS GIVEN
COMMAND OF THE UNION
TROOPS--

--EVENTS--

CAPTURE OF ATLANTA
HOOD'S CAMPAIGN

SHERMAN'S MARCH TO THE SEA

GRANT'S ADVANCE UPON RICHMOND

EARLY'S CAMPAIGN IN THE SHENANDOAH VALLEY

MINE EXPLOSION AT PETERSBURG

CAPTURE OF THE WELDON R.R.

THE ALABAMA & THE KEARSARGE.

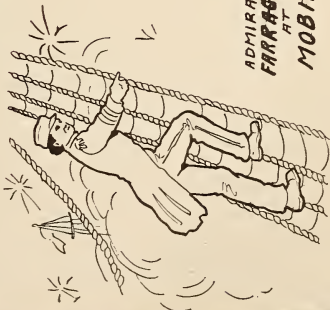
BLOCKADE OF MOBILE.



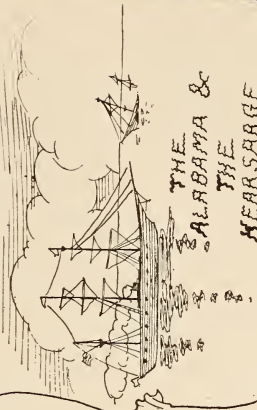
SHERMAN AT THE
BATTLE OF CEDAR CREEK.



AT THE BEGINNING OF
1864 THE CONFEDERACY
HAD BEEN CUT DOWN TO
VA. NCAR., SCAR., & GA.



ADMIRAL
FARRAGUT
AT
MOBILE



THE
ALABAMA &
THE
KEARSARGE

THE CIVIL WAR

FIFTH YEAR - 1865 -

-- EVENTS --

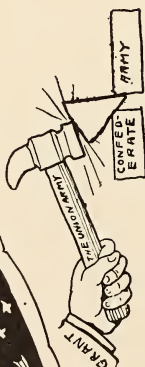
SHERMAN'S MARCH THROUGH THE CAROLINAS

LEE'S ATTEMPT TO FORCE HIS WAY OUT OF RICHMOND

GRANT ENTERS PETERSBURG AND RICHMOND

LEE SURRENDERS HIS ARMY

JOHNSTON SURRENDERS



GRANT'S "HAMMERING"
CAMPAIGN



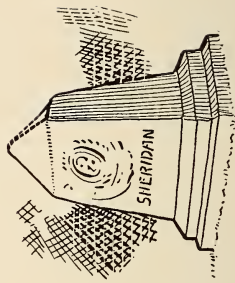
A
"FORAGER"



A RAILROAD
BATTERY
USED BY
GRANT IN,
1865



LIBBY PRISON - THE
TOBACCO WARE-HOUSE USED
AS A PRISON FOR UNION SOLDIERS



THE SHERIDAN MONUMENT
ARLINGTON VA.



MCLEEN HOUSE IN THE VILLAGE OF
APPOMATTOX COURT HOUSE WHERE
GRANT & LEE ARRANGED THE TERMS
OF SURRENDER

DIAGRAM OF THE CIVIL WAR
GEOGRAPHY

APPROXIMATE -

1862

Murfreesboro
Chickamauga
Chattanooga
Lookout Mt.
Missionary R.

1864

Franklin
Nashville

Central Tennessee Campaign

1862

Cairo
Is. #10
Fort Henry
Fort Donelson
Shiloh
Corinth

Mississippi R. Campaign

1863

Vicksburg
Port Hudson

1862

New Orleans

1864

New Market
Piedmont
Winchester
Fisher's Hill
Cataw Creek

Valley Campaign

Army of the Potomac

Gettysburg 1862
Antietam
Washington
Bull Run
Fredericksburg
1863
Chancellorsville
1862
Fair Oaks
Seven Days
1864

Wilderness
Petersburg
Richmond
Appomattox

1862

Ft. Monroe
Roanoke Is.

1865

Ft. Fisher

1861

Port Royal

1863

Charleston

1864

McAllister

1862

Florida Ft

Atlantic Seaboard

Northern Georgia

Sherman's

Atlanta

March Savannah

New Orleans

Mobile

Pensacola

Galveston

Gulf Ports

THE CAPTURE OF VICKSBURG



VICKSBURG
& VICINITY,
SHOWING
GRANT'S TWO
HUNDRED
MILE
MARCH

EVENTS OF THE FALL OF VICKSBURG-

THE ATTACK ON THE NORTH
THE FAILURE TO OPEN A CANAL
THE FORCES WERE MOVED BELOW THE CITY
THE ENGAGEMENTS BETWEEN
GRANT AND JOHNSON
THE CITY WAS ASSAULTED ---- MAY 22.
PEMBERTON SURRENDERED ---- JULY 4.



FEDERAL &
CONFEDERATE SOLDIERS EXCHANGING TOBACCO FOR
FOOD & OTHER ARTICLES AT SIEGE OF VICKSBURG

THE THREE DECISIVE BATTLES OF THE CIVIL WAR

THE MERRIMAC & THE MONITOR.



THE FIRST
CONTEST
BETWEEN
IRON-SIDED
SHIPS

EVENTS OF THE BATTLE BETWEEN
-THE MERRIMAC & MONITOR-

FOUGHT ON SUNDAY
FIERCE BATTLE FOR TWO HOURS
MERRIMAC RETIRED DISABLED
"YANKEE CHEESE BOX ON A RAFT"

REVOLUTION IN NAVAL ARCHITECTURE

THE BATTLE OF GETTYSBURG

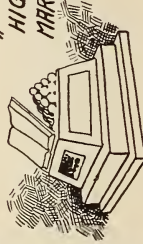


SCENE
OF
THE
BATTLE
OF
GETTYSBURG

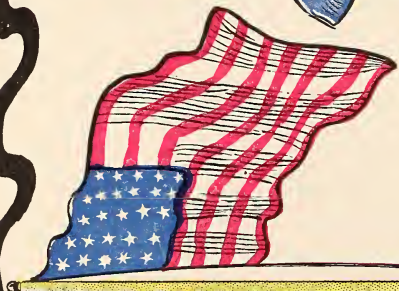
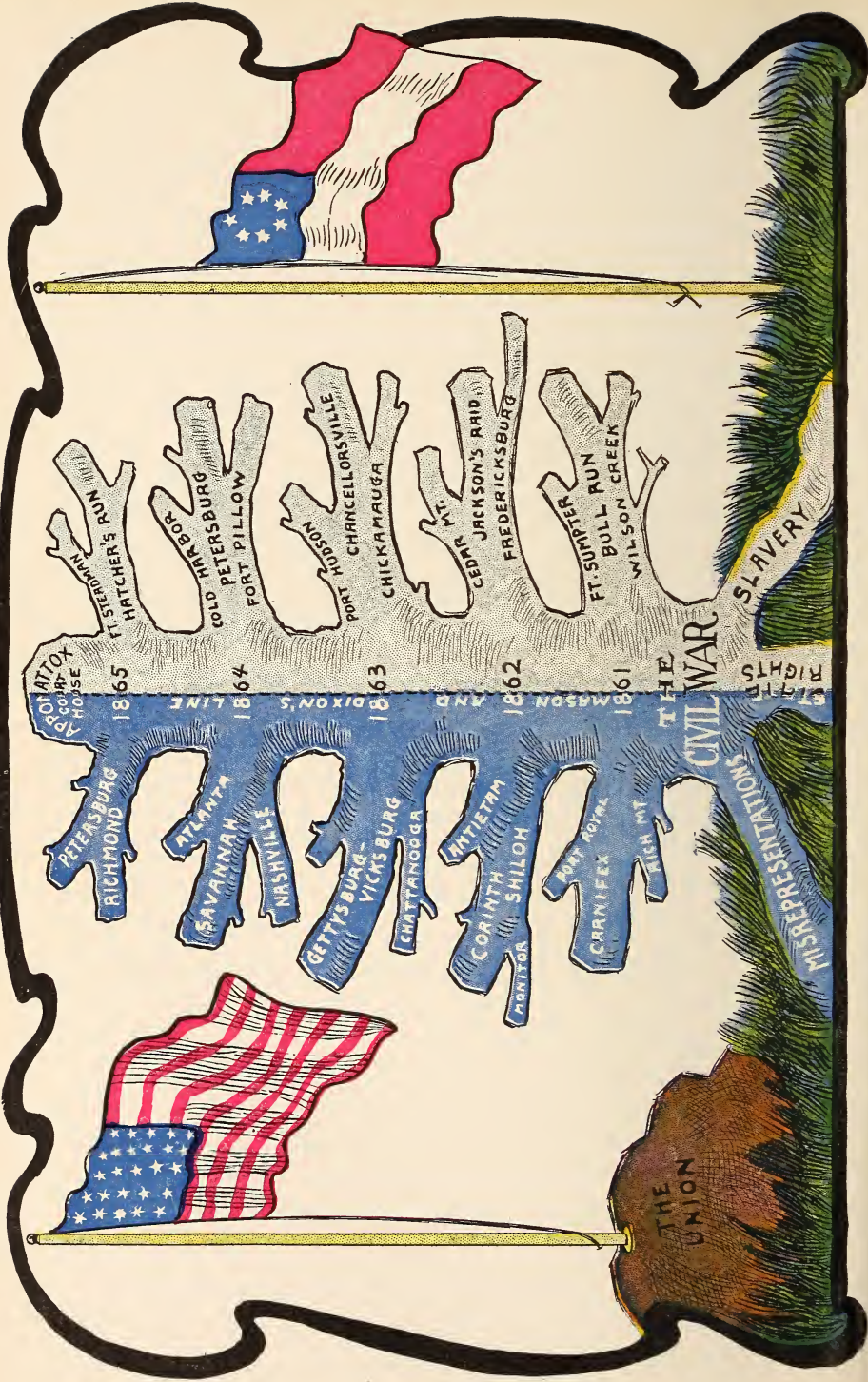
EVENTS OF THE BATTLE OF
"GETTYSBURG."

FIRST DAY - { UNEXPECTED MEETING -
POSITION OF EACH ARMY
SECOND DAY - { SICKLE'S MISTAKE
LONGSTREET'S REPULSE
EWELL'S POSITION -
THIRD DAY - { LEE'S CHARGE
LEE'S REPULSE

THE
"HIGH WATER
MARK MONUMENT"



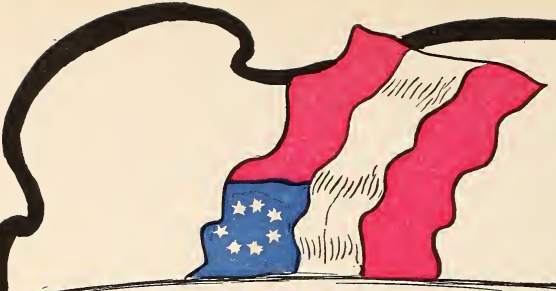
ERECTED AT THE "CLUMP OF TREES"
ON THE BATTLEFIELD OF GETTYSBURG.



THE UNION

APOTOMY COBAT-HOUSE 1865
PETERSBURG
RICHMOND
SAVANNAH
ATLANTA
NASHVILLE
GETTYSBURG
VICKSBURG
CHATTANOOGA
CORINTH
SHILOH
PORT ROYAL
CARNIFEX
RICH MT.
1861
1862
1863
1864
1865

APOTOMY
HATCHER'S RUN
OLD HARBOR
COLD PETERSBURG
FORT PILLOW
PORT HOBSON
CHICKAMAUGA
M.T. WENDE
JACKSON'S RAID
FREDERICKSBURG
FT. SUMPTER
BULL RUN
WILSON CREEK
SLAVERY
CIVIL RIGHTS



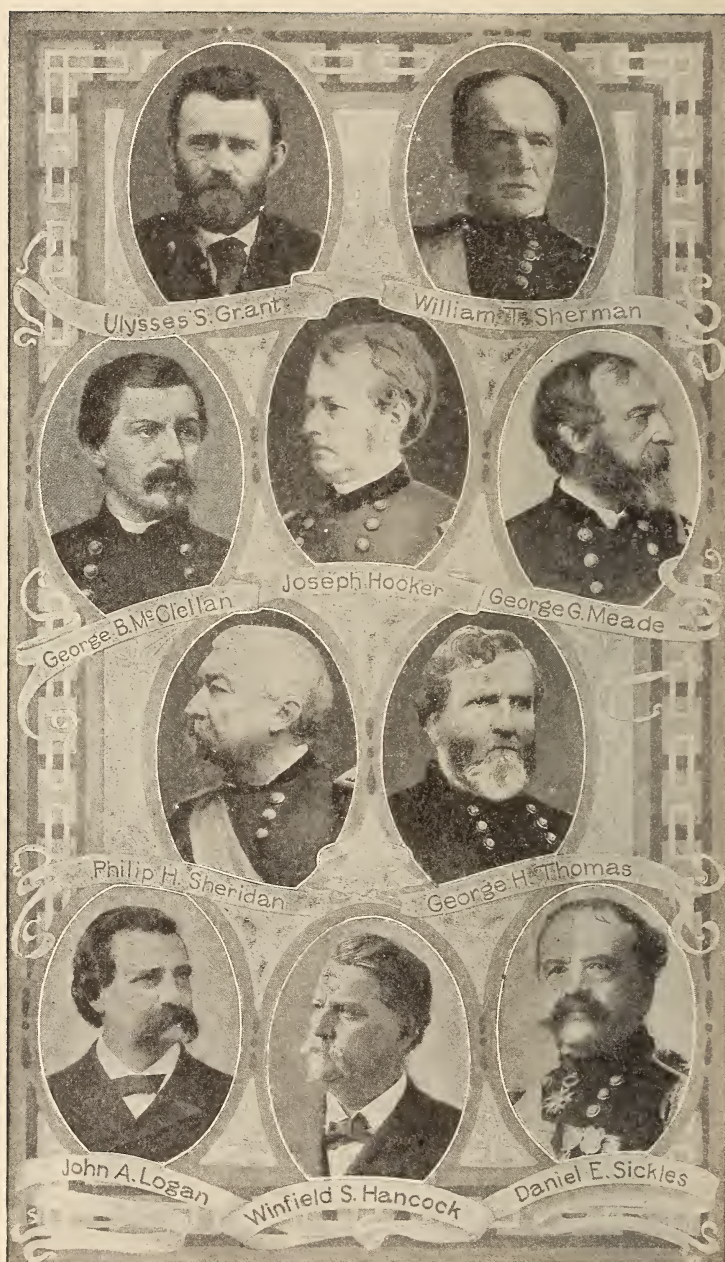
Union Generals

NAME	SOBRIQUET	FACTS
Grant	Unconditional Surrender	His war record is history
Sherman	Uncle Bill-Old Tecumseh	Made the celebrated "March to the Sea"
Sheridan	Little Phil	Leading cavalry general of the War
Thomas	Rock of Chickamauga	At battle of Chickamauga and Nashville
McClellan	Little Mac	Defeated Confederates under Lee at Antietam
Burnsides	Old Rhody	Held the stone bridge at Antietam
Hooker	Fighting Joe	Fought at Lookout Mountain and Missionary Ridge
Hancock	Hancock the Superb	Second in command at Gettysburg
Logan	Black Jack	Prominent in Western Army
Meade	Four-eyed George	Won the Battle of Gettysburg
Porter		Noted for capture of Ft. Fisher
Farragut		Leading naval commander of war

Review of the Principal Battles

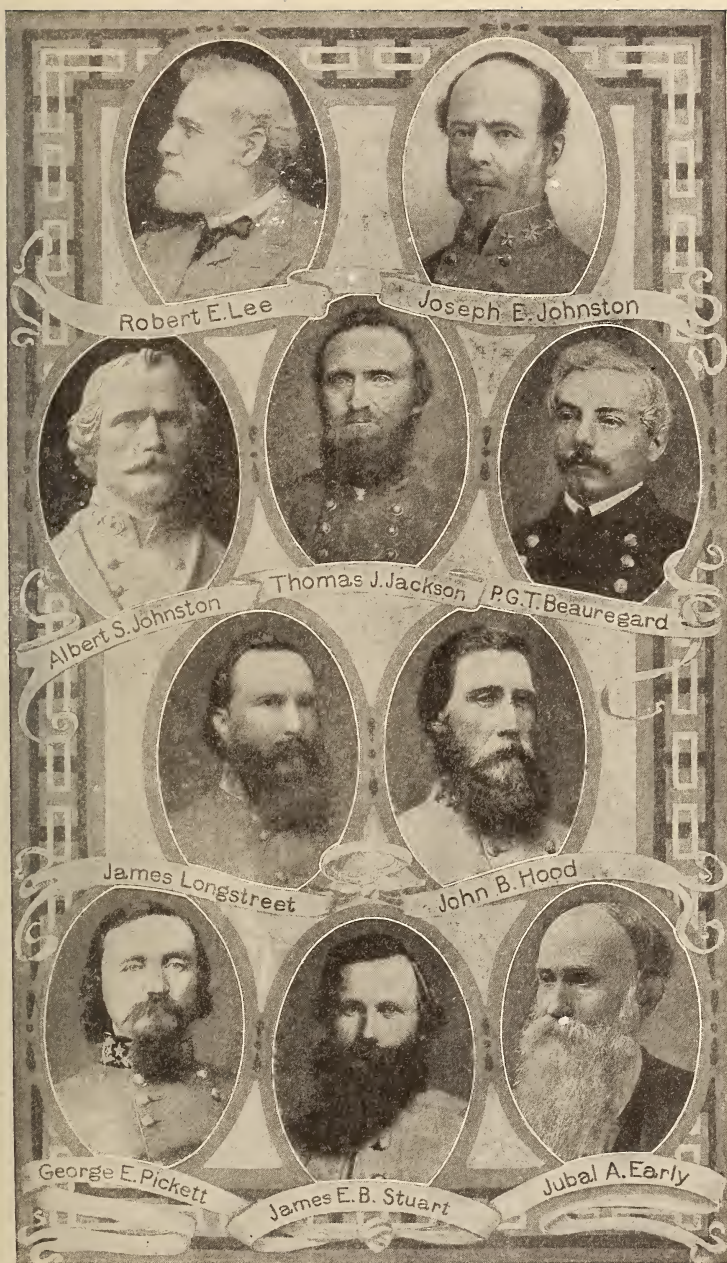
YEAR	OBJECTS			
	Blockade of Southern Ports	Opening of Mississippi	Capture of Richmond	Cut Confederacy in Twain
1861 (Objects not outlined)	Ft. Sumter Port Royal	War in Missouri	Bull Run. Ball's Bluff. West Virginia Campaign	
1862	Merrimac & Monitor Fortress Monroe	Fort Henry Ft. Donelson Shiloh Island No. 10 Iuka Corinth New Orleans Murfreesboro	Williamsburg Jackson's Raid Fair Oaks 7 Days' Retreat Antietam	
1863	Charleston	Vicksburg Port Hudson Jackson Chickamauga Chattanooga	Fredericksburg Chancellorsville Gettysburg	
1864	Oluster Alabama and Kearsarge Mobile McAllister		Wilderness Cold Harbor Petersburg Winchester Cedar Creek	Nashville Resaca Kenesaw Atlanta. Savannah
1865	Ft. Fisher Wilmington Charleston		Five Forks Petersburg Richmond	Columbus Charleston Bentonville Raleigh

Note.—The student can arrange a table after this style at the beginning of his study of the Civil War and fill in the names of all of the battles as studied, underlining the ones won by the Confederates. All minor engagements studied may be included in the table together with the contending generals if thought advisable. This table when complete will present a splendid synopsis of the battles of this war.



HEROES OF THE UNION

One nation, indivisible, with liberty and justice for all, is the heritage they preserved for posterity.

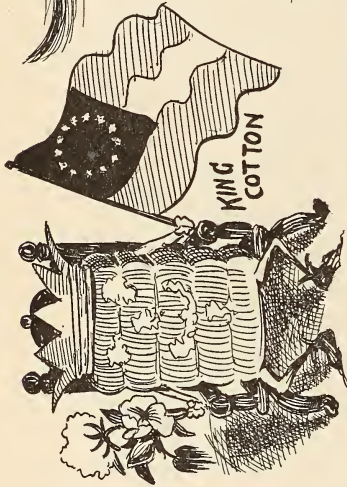
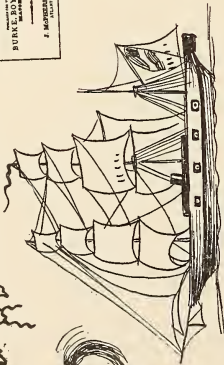


HEROES OF THE CONFEDERACY

Believing in the principles of States' Rights, they fought as true Americans have always fought, for the cause they thought to be just.

CONFEDERATE STATES
ALMANAC
 1864
 UNIVERSITY OF ALABAMA
 BURKE, JOHNSON & CO.,
 J. W. BARNES & CO.,
 J. W. BARNES & CO.,

THE
 UNIVERSITY OF
 ALABAMA



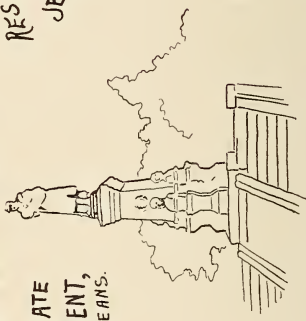
KING
 COTTON



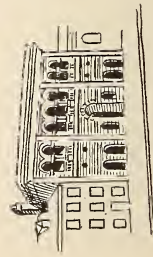
SECESSION
 COCKADE



RESIDENCE
 OF
 JEFFERSON
 DAVIS

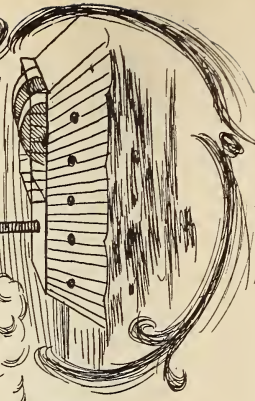


CONFEDERATE
 MONUMENT,
 NEW ORLEANS.



SECESSION
 HALL

CONFEDERATE
 RAM



THE
 CONFEDERATE STATES
 OF
 AMERICA

TERRITORY HELD
BY THE
CONFEDERATES
JANUARY 1, 1864

A SERIES

OF SHADED MAPS SHOW-
ING TERRITORY HELD
BY THE CONFEDER-
ACY ON JANUARY 1ST
OF EACH YEAR OF
THE WAR WILL PROVE
AN INTERESTING STUDY.





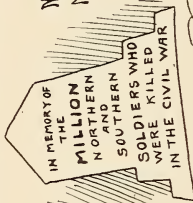
RESULTS OF THE CIVIL WAR.

GOOD RESULTS



FREEDOM OF THE SLAVES SECURED.

BAD RESULTS



NEARLY ONE
MILLION LIVES
LOST

AN INCALCULABLE AMOUNT OF
PROPERTY DESTROYED



NATIONAL
DEBT
INCREASED TO
\$2,750,000,000.

Review of the Army of the Potomac

Commanders

Irwin McDowell
Geo. B. McClellan
A. E. Burnside
Joseph Hooker

Geo. G. Meade
U. S. Grant
P. H. Sheridan

Battles Fought

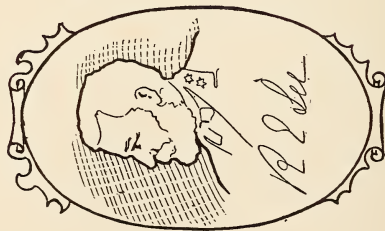
Peninsular Campaign
 Bull Run
 Yorktown
Williamsburg
 Siege of Richmond
 Seven Pines
 Beaver's Dam
 Gaines' Mill
 Savage Station
 White Oak Swamps
 Malvern Hill
Lee's First Invasion
 Second Bull Run
 Harper's Ferry
 South Mountain

Antietam
Fredericksburg
Chancellorsville
Lee's Second Invasion
 Gettysburg
Grant's Overland Campaign
 Wilderness
 Spottsylvania
 North Anna
 Cold Harbor
 Siege of Petersburg and Richmond
 Five Forks
Lee's Surrender

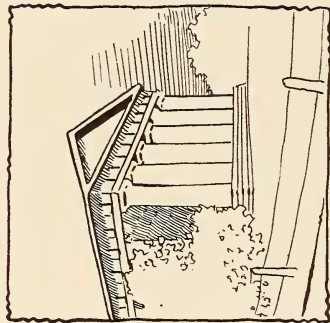
Confederate Army

YEAR	DEFENSIVE	OFFENSIVE
1861	West Virginia Wilson Creek Bull Run	Ft. Sumter Ball's Bluff
1862	WEST	WEST
	Ft. Henry and Donelson Murfreesboro	Shiloh Iuka Corinth
	EAST	EAST
	Yorktown Williamsburg Siege of Richmond Fredericksburg	Fair Oaks Seven Days Lee's Invasion
1863	Vicksburg Chancellorsville Chickamauga	Gettysburg Chattanooga
1864	Atlanta Campaign Overland Campaign	Nashville Shenandoah
1865	Through Carolina's Petersburg and Richmond	Ft. Steadman Five Forks

ROBERT EDWARD LEE.

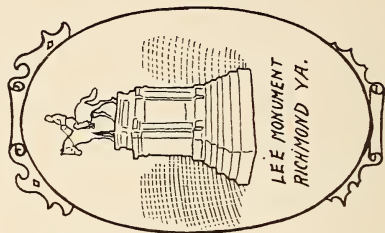


THE
LOVED
COMMANDER
-SUPREMACY



LEE
MANSION

ARLINGTON
VIRGINIA.



LEE MONUMENT
RICHMOND VA.

LEST
WE
FORGET
-HINDS



GEN. LEE
ON TRAVELLER
HIS FAMOUS
WAR HORSE

REMEMBER! WE ARE ONE COUNTRY NOW. DISMISS
FROM YOUR MINDS ALL SECTIONAL FEELINGS
AND BRING UP YOUR CHILDREN TO BE
ABOVE ALL, AMERICANS.

- GEN. ROBERT E. LEE -

ULYSSES S. GRANT.

MONUMENT OUT
OF HIS OWN
MOUTH
LET US HAVE PEACE

I PROPOSE TO MOVE IMMEDIATELY UPON
YOUR WORKS.

WE WILL FIGHT IT OUT ON THIS
LINE IF IT TAKES ALL SUMMER

I HAVE NEVER ADVOCATED WAR
EXCEPT AS A MEANS OF PEACE

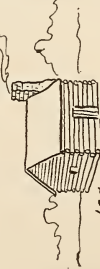
THE TRUE PROSPERITY AND GREATNESS
OF A NATION IS TO BE FOUND IN THE EL-
EVATION AND EDUCATION OF ITS LABORERS



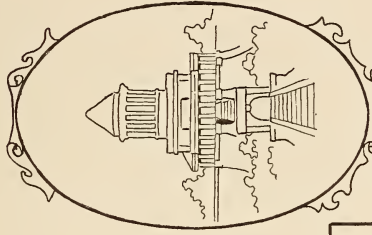
THERE ARE MANY WHO WOULD HAVE DONE
BETTER THAN I DID UNDER THE CIRCUMSTANCES
IN WHICH I FOUND MYSELF; IF I HAD FALLEN
THERE WERE 10,000 BEHIND WHO WOULD
HAVE FOLLOWED THE CONTEST TO THE
END AND NEVER SURRENDERED THE
UNION—



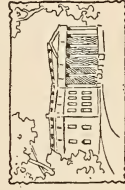
U. S. Grant



LOG CABIN BIRTH PLACE



GRANT MONUMENT
NEW YORK CITY.



THE WHITE HOUSE

1865 JOHN SON'S ADMINISTRATION 1869

From whom?
Time?
Price?
Area?

ALASKA
SEWARD'S TOWN

NEBRASKA
ADMITTED 1867

GRAND REVIEW
June 9, 1865
Held at Washington
Grandest military display ever
held in America.
Soldiers marched to abreast
200,000 men took part
Lasted two days

Lincoln's Tomb

LIBERTY

Quest of Human Liberty

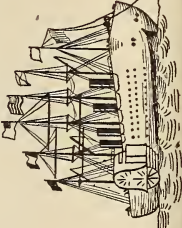
1862-1867
France declares war.
Maximilian rules.
United States protest.
Thornier declares
Maximilian shot.
End of French dream

Amendments
XIII
Anti Slavery
XIV
Equal Rights

CHAPER
BEGGERS

RECONSTRUCTION
President Grant
1. Repeal Act of Secession
2. Ratify XIII
3. Ratify XIV
Congress
1. Repeal Act of Secession
2. Ratify XIII
3. Ratify XIV

Texas
Freedman's Bureau
Civil Rights
Tenure of Office
Amnesty



ATLANTIC CABLE

GREAT EASTERN

Success due to energy of
Cyrus W. Field
1857 First attempt Cable parted
1865 Great Eastern successfully accomplished the work.

Launching lasted nearly 3 mo.
Length 680 ft. Breadth 118 ft. Height 70 ft.
8 Engines 11,000 Horse power
Cost 60,000 £
Launched 1868
Sold 1885 for \$126,000

Johnson's Administration

What were three important features of the President's idea of reconstruction?

What additional requirements were imposed by Congress?

What is an appropriate epitaph for Lincoln's tomb?

In what year was Nebraska admitted into the Union?

What immense domain was added to the United States during this administration? Why was it known as "Seward's Folly"?

Name four important laws passed while Johnson was president.

How many men took part in the Grand Review? How long did it last? How did the soldiers march? When did it occur?

What ended the dream of French domain in the New World?

The Northern office-seekers who went south at the close of the Civil War were designated by what title?

What two words express the thought of the XIIIth Amendment? Of the XIVth?

Law of Association

The law of association in memory, that when we call up one thing of a group we naturally call up everything associated with it, has been employed throughout in the arrangement of this history.

In the study of the sketch of Johnson's administration, the thought of Mexico immediately suggests Alaska, and each sketch recalls the facts associated with it. If one thinks of the amendments he immediately recalls laws, or vice versa. When one thinks of the President's idea of reconstruction he immediately contrasts it with Congress's idea. He cannot think of the Great Eastern without thinking of the laying of the Atlantic cable as its accomplishment, or in thinking of the Atlantic cable we immediately associate it with the majestic steamer that so successfully laid it.

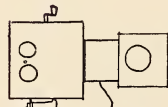
1869

1877

UNCONDITIONAL SURRENDER

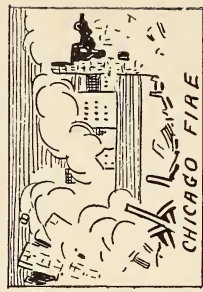
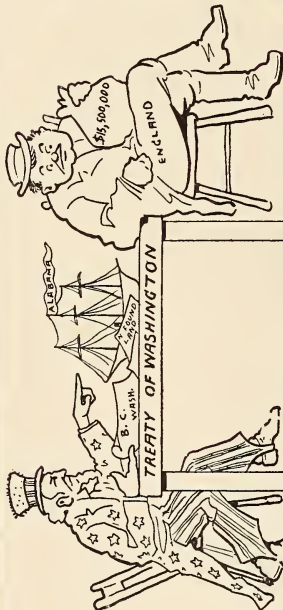
LET US HAVE PEACE

GRANT'S ADMINISTRATION

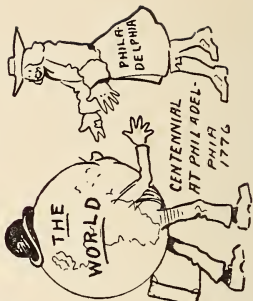


THE

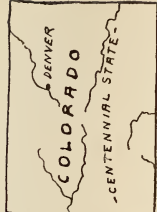
TELEPHONE



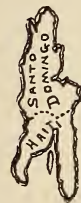
OTHER EVENTS
 RATIFICATION OF THE FIFTEENTH AMENDMENT
 THE FENIAN EXCITEMENT
 THE GENEVA ARBITRATION
 THE KU-KLUX INVESTIGATION
 PANIC OF 1873
 THE JOINT ELECTORAL COM.



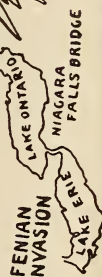
CENTENNIAL AT PHILA DELPHIA 1776



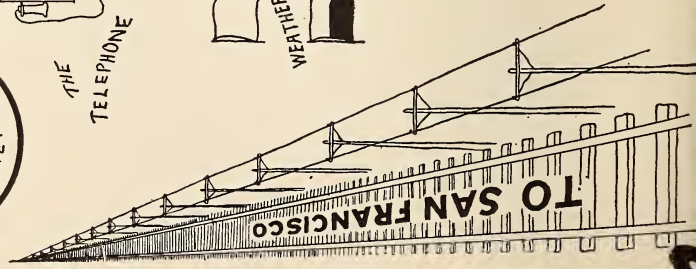
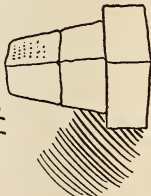
MODOC WAR



SIUX INDIAN WAR



THE CUSTER MONUMENT



Exposition of Facts Illustrated

Grant.—Served two terms, between 1869-77. His famous reply to General Buckner gave him the title of "Unconditional Surrender." His oft-quoted expression, "Let us have peace," is characteristic of the man, although his active part in the Civil War gives us the impression of a warrior rather than a civilian.

Our Ring Illustration.—**TWEED RING**—a political ring famous for its unscrupulous dishonesty. It ruled New York from 1860-1871. **WHISKEY RING**—A combination of revenue officers and distillers formed to defraud the government of internal revenue tax on liquors. **SALARY GRAB**—the popular name for the dating back of the salary act so that the members voting for it would have their past salary raised. **CREDIT MOBILIER**—a corporation to construct the Pacific railroad and enable the stockholders and other persons connected with them to reap extraordinary profits.

Union Pacific Railroad.—The year 1869 saw the completion of the great railroad linking the Atlantic and Pacific oceans.

Telephone.—The first satisfactory results of this great invention was during this administration.

Weather Bureau.—In 1870 Congress made a money appropriation for the establishment of a weather bureau.

Treaty of Washington.—**ALABAMA CLAIMS**—the United States demanded damages for the injuries done our merchantmen during the Civil War and was awarded \$15,500,000 damages. **NORTHWESTERN BOUNDARY**—the boundary dispute between the United States and British Columbia was settled. **FISHERIES AWARD**—Great Britain was awarded \$5,000,000 in settlement of claims arising from the fisheries near the coast of Nova Scotia and Newfoundland.

Demonetization of Silver.—A coinage act in 1873 dropped the silver dollar from the list of coins to be minted. It was no longer to be a legal tender. Specie payment was resumed.

Chicago Fire.—Five square miles were burned, resulting in a loss of 20,000 houses and property valued at \$200,000,000. Boston was partly destroyed—loss amounting to \$80,000,000.

Centennial was celebrated with great success in Philadelphia in 1876 by an international exposition. In industrial inventions the United States took first place.

Colorado was admitted into the union in 1876, just 100 years after American independence, and was styled the Centennial State.

Santo Domingo asked to be admitted to the United States. It was a fine coal-mining station and its fertile area well adapted to the colonization of negroes. Congress refused to consent to the plan.

Indian Wars.—The Modocs of southern Oregon refused to move to another reservation, killed the peace commissioners and concealed themselves for more than a year. The Sioux were mistreated and under their leader, Sitting Bull, avenged themselves.

Fifteenth Amendment was adopted in 1870 and was intended to guarantee to all adult negroes the right of voting.

Ku-Klux Klan was a secret society formed to keep freedmen "in their place." Their outrages were obnoxious to southerners themselves and the enforcement of severe laws finally put an end to their meetings.

Panic of 1873.—The lavish expenditures of war, a series of good crops, rapid westward growth, unstable currency and the too rapid building of railroads caused a financial panic, the effect of which continued for a number of years.

Fenian Invasion. The Fenians made several attacks along the Canadian frontier, but were quickly suppressed.

Niagara Bridge.—A bridge, spanning Niagara, was completed.

Electoral Commission settled the disputed presidential election by declaring Hayes elected over Tilden, his Democratic opponent.

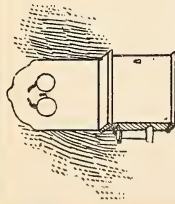
1877

"He serves his party best who serves his Country best"

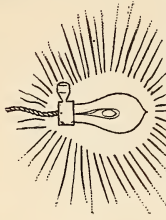
1881

HAYES' ADMINISTRATION

"THE POLICY PRESIDENT"



THE TELEPHONE GOES INTO GENERAL USE.
1877



ELECTRIC LIGHTING ADOPTED
1877



1878
AWARD OF THE FISHERIES COMMISSION
AMERICAN FISHERMEN ALLOWED
TO FISH OFF THE SHORES OF
QUEBEC, NEW BRUNSWICK, NOVA
SCOTIA, AND PRINCE EDWARD'S
ISLANDS



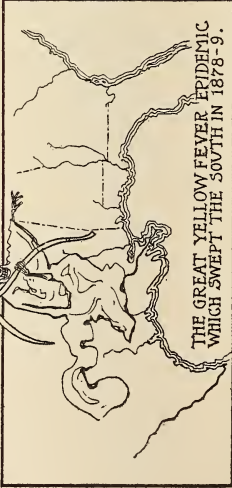
SILVER MADE A LEGAL TENDER
- 1878 -

SOME HAPPENINGS DURING "THE BUCKEYE PRESIDENT'S" ADMINISTRATION -

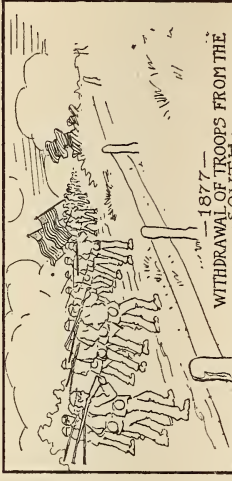
THE GREAT RAILROAD STRIKE 1877.
CIVIL SERVICE REFORM INTRODUCED.
TROUBLE WITH NEZ-PERCE INDIANS.
GREAT TEMPERANCE MOVEMENT 1878.
DEATH OF W^m CULLEN BRYANT.
LIFE SAVING SERVICE ESTABLISHED 1879.
THE NEGRO EXODUS.
TENTH CENSUS - POP. 50,155,783.



1879
GRANT MAKES A TOUR OF
- THE WORLD -



THE GREAT YELLOW FEVER EPIDEMIC
WHICH SWEEPED THE SOUTH IN 1878-9.



1877-
WITHDRAWAL OF TROOPS FROM THE
"SOUTH."

"A POUND OF PLUCK
IS WORTH A
TON OF LUCK"

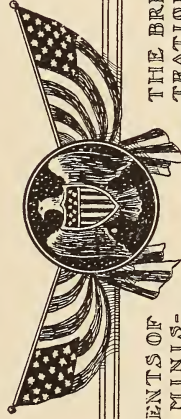
GARFIELD'S

1881.

ADMINISTRATION



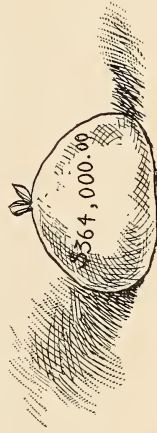
"YOUNG GARFIELD ON 'THE TOW-PATH' -"



EVENTS OF
ADMINIS-
"THE TEACHER PRESIDENT"

DIVISION OF REPUBLICAN PARTY OVER "DISPOSITION OF SPOILS"
PLATT AND CONKLING RESIGN FROM THE SENATE-
ASSASSINATION OF THE PRESIDENT.
STAR ROUTE INVESTIGATION.

ASSASSINATION OF GARFIELD
JULY 2ND 1881

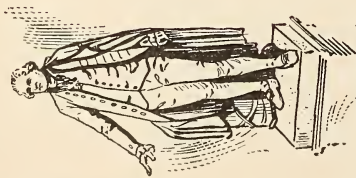


\$364,000 And President's Salary Donated to
His Widow.

"GOD REIGNS, AND THE
GOVERNMENT AT
WASHINGTON STILL
LIVES"

1881
Arthur's

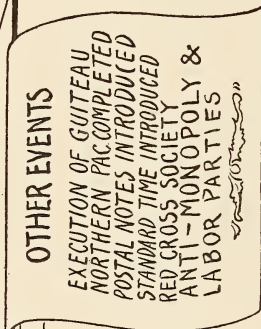
Administration
1885



WASHINGTON'S
STATUE
NEW YORK



Bills.
ANTI-FOREIGN
ANTI-CHINESE
CIVIL SERVICE

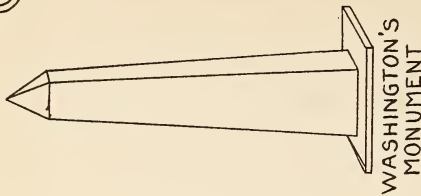


OTHER EVENTS

EXECUTION OF GITEAU
NORTHERN PAC COMPLETED
POSTAL TIME INTRODUCED
RED CROSS SOCIETY
ANTI-MONOPOLY &
LABOR PARTIES



Death
OF
EMERSON
AND
LONGFELLOW



WASHINGTON'S
MONUMENT



ATLANTA
COTTON
EXPOSITION
1881

GEORGIA

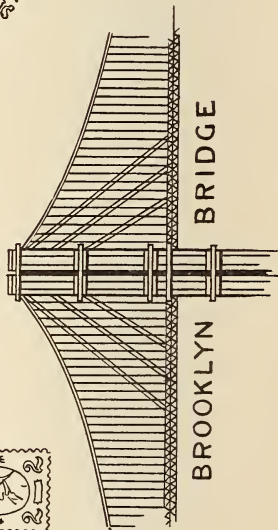


GREENLAND



ALASKAN
TERR. GOV'T
ORG. IN 1884

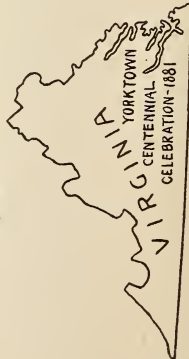
ALASKA



BROOKLYN
BRIDGE



LOUISIANA



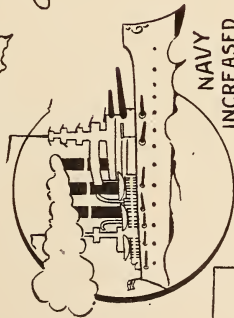
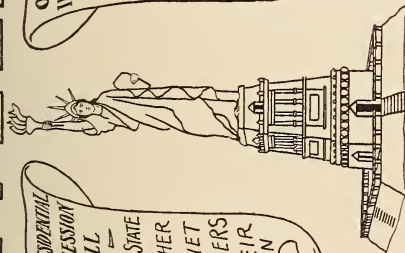
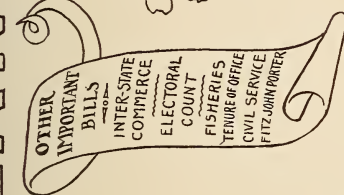
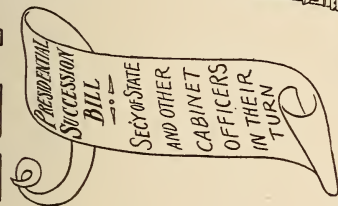
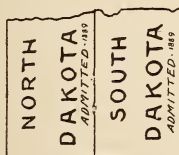
YORKTOWN
CENTENNIAL
CELEBRATION - 1881

VIRGINIA

FIRST
1885

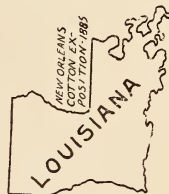
CLEVELAND

TERM
1889



Deaths

GRANT MCLELLAN
HENDRICKS HANCOCK
LOGAN SEYMOUR
TILDEN ARTHUR
WHEELER BEECHER
CONKLING SHERIDAN



HARRISON'S

1889

SOME OF THE MORE IMPORTANT EVENTS

-1890-

O KLAHOMA OPENED FOR SETTLEMENT.
THE PAN-AMERICAN CONGRESS.

THE FIRST EXECUTION BY ELECTRICITY.

THE 11TH CENSUS POP. - 62,622,250-

IDAHO AND WYOMING ADMITTED AS STATES



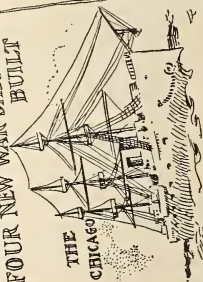
THE SHERMAN SILVER PURCHASE ACT.

THE MORMONS CEASE TO TEACH AND PRACTICE POLYGAMY.

THE DEATH OF JOHN C. FREMONT



THE JOHN S. TOWN FLOOD
FOUR NEW WAR SHIPS BUILT



THE CHICAGO

ADMINISTRATION

1893

OF PRESIDENT HARRISON'S ADMINISTRATION.
-1891-

CHICAGO AND LEEDS LAND STANFORD UNIVERSITIES FOUNDED.

THE HOMESTEAD LAWS FOR TROUBLES
THE CHINESE EX-

CLUSION BILL RE-ENACTED.



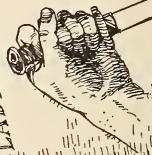
THE PANAMA SCANDAL.

THE UNITED STATES AID FAMINE STRICKEN RUSSIA.

THE FARMERS ALLIANCE MOVEMENT.

THE BEHRING SEA TREATY.

OPENING OF DREXEL INSTITUTE IN PHILADELPHIA.



THE "BLACK HAND" IN NEW ORLEANS TROUBLE WITH THE "MAFIA"

CLEVELAND'S 2ND ADMINISTRATION



NIAGARA FALLS
"HARNESSED"
-1895-



WORLD'S COLUMBIAN EXPOSITION
OPENED 1893



FOREST FIRES
IN WISCONSIN
-1894-

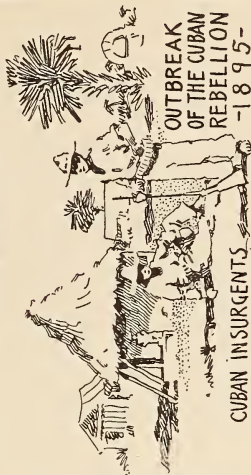


UTAH
TO THE
18

ADMITTED
TO THE
UNION IN
95

EVENTS

BEHRING SEA CONTROVERSY 1893-
FINANCIAL PANIC -1893-
CHINESE TREATY -1894-
RAILWAY STRIKE IN CHICAGO -1894-
TROUBLE WITH VENEZUELA & ENGLAND -1895-
THE NAVY INCREASED -1896-



OUTBREAK
OF THE CUBAN
REBELLION
-1895-

CUBAN INSURGENTS



1894-
COXEY'S ARMY MARCHES TO WASHINGTON



CUBAN REBELLION



FINANCIAL PANIC



BEHRING SEA CONTROVERSY



RAILWAY STRIKE IN CHICAGO

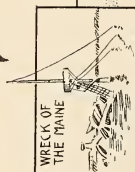


CHINESE TREATY

McKinley's Administration

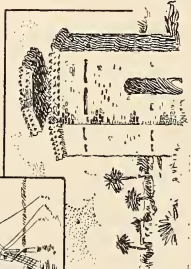
1897

1901



WRECK OF
THE MAINE

WAR WITH SPAIN
• 1898 •



SPANISH BIOCLINIC



A PHILIPPINE
TREE HOUSE

CONQUEST OF THE
PHILIPPINES
• 1899 •

PAN-AMERICAN EXPOSITION
AT BUFFALO
1901



DEDICATION
OF
GRANTS TOMB
1897

PROCESS OF
LIQUENTIN AIR
DISCOVERED
1897

WAR DECLARED
AGAINST SPAIN
APR 23, 1898

TREATY
OF PEACE
DEC 10, 1898

HAWAII
ANNEXED
1898

PROBLEMS IN THE
SAMOAN ISLANDS
1899

CHICAGO
DRAINAGE CANAL
OPENED 1900

PEOPLE OF U.S.
SHOW GREAT
SYMPATHY
FOR BOERS
1900

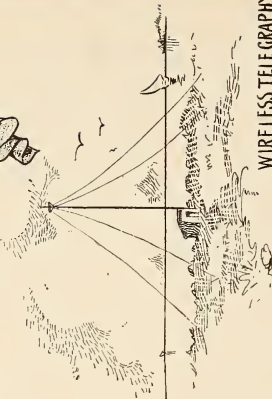
CHINESE
DIFFICULTY
(THE BOXERS)
1900

BOUNDARY BE-
TWEEN ALASKA
AND CANADA
SETTLED
1900

GALVESTON
DESTROYED
1900

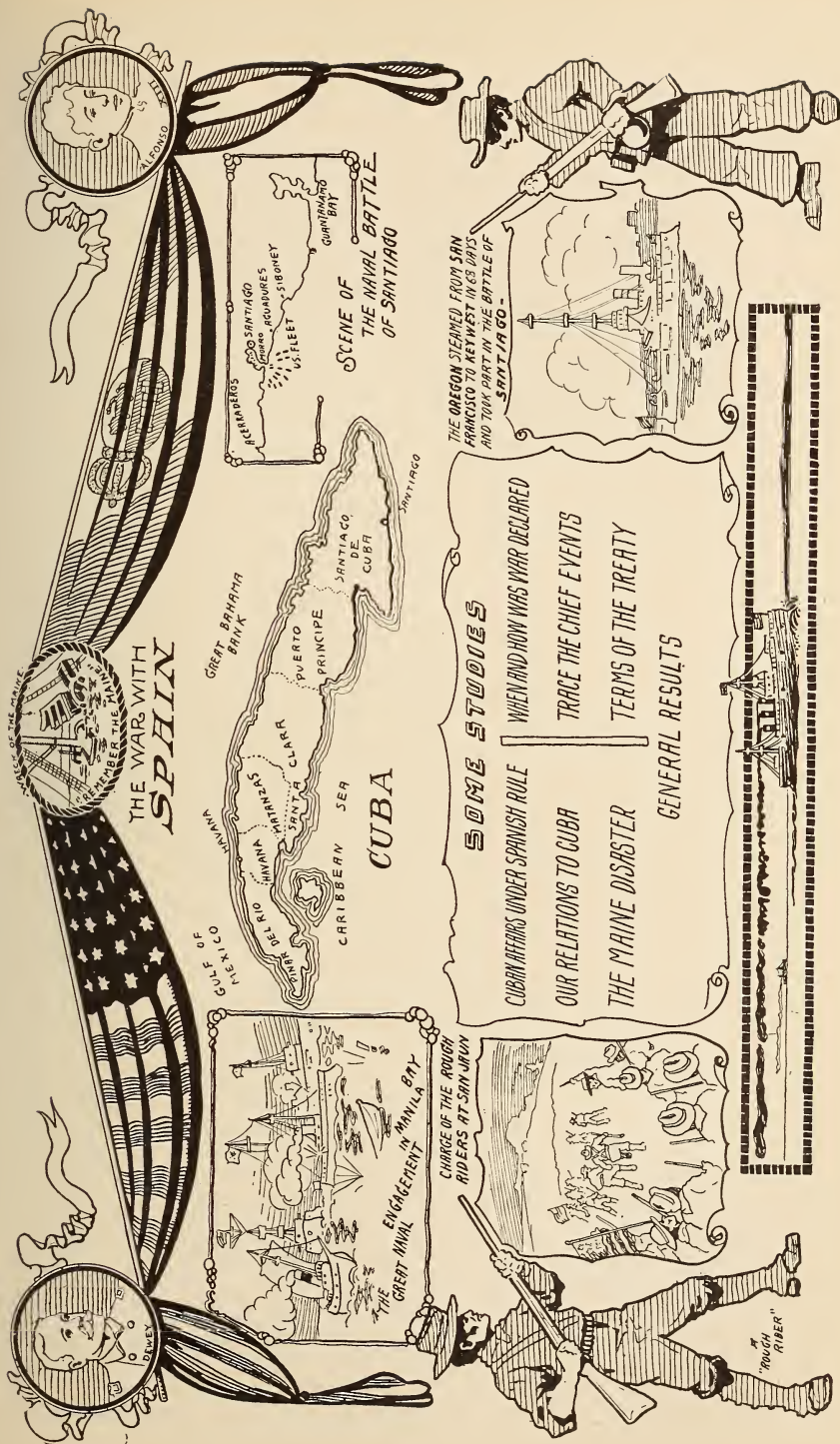
CENSUS
OF 1900
POPULATION
76,000,000

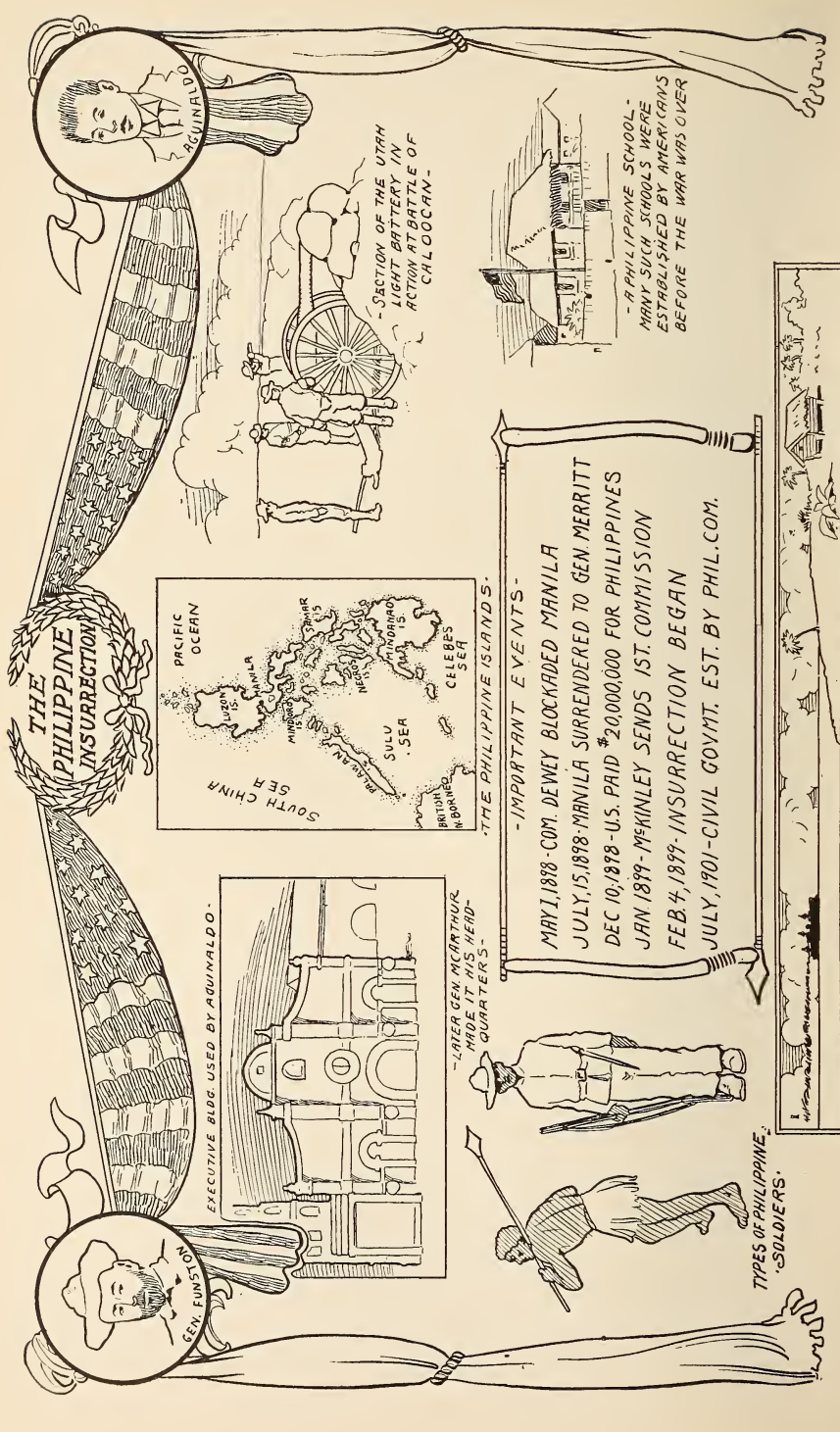
WIRELESS TELEGRAPHY
• 1897 •



GOLD DISCOVERED
IN ALASKA • 1897 •

ASSASSINATION OF
McKINLEY • 1901



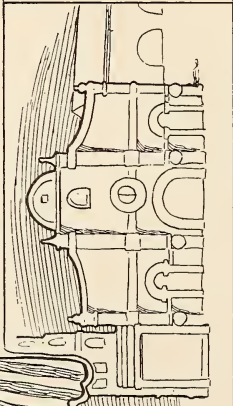


GEN. FUNSTON



AGUINALDO

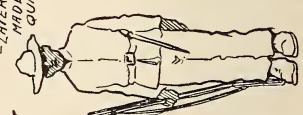
EXECUTIVE BLDG. USED BY AGUINALDO.



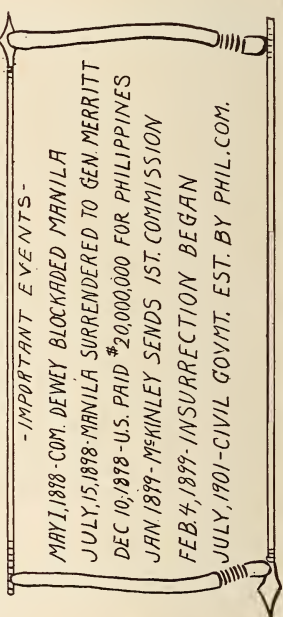
-LATER GEN MCARTHUR MADE IT HIS HEAD-QUARTERS-



TYPES OF PHILIPPINE 'SOLDIERS'.

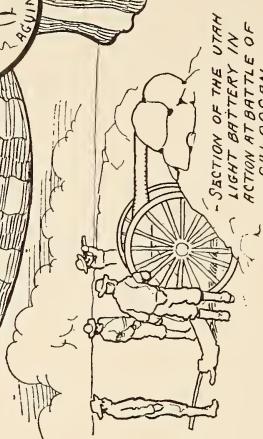


-THE PHILIPPINE ISLANDS-

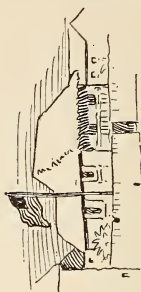


-IMPORTANT EVENTS-

MAY 1, 1898 - COM. DEWEY BLOCKADED MANILA
 JULY 15, 1898 - MANILA SURRENDERED TO GEN MERRITT
 DEC 10, 1898 - U.S. PAID \$20,000,000 FOR PHILIPPINES
 JAN. 1899 - MCKINLEY SENDS 1ST. COMMISSION
 FEB. 4, 1899 - INSURRECTION BEGAN
 JULY, 1901 - CIVIL GOVMT. EST. BY PHIL.COM.



-SECTION OF THE UTAH LIGHT BATTERY IN ACTION AT BATTLE OF CHLOOCAN-



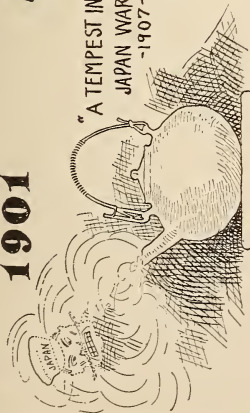
-A PHILIPPINE SCHOOL - MANY SUCH SCHOOLS WERE ESTABLISHED BY AMERICANS BEFORE THE WAR WAS OVER



Ross and Sons Almanac

1901

1909

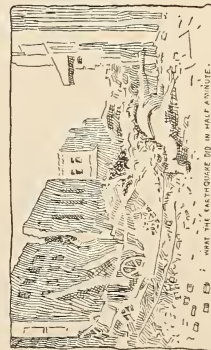


"A TEMPEST IN A TEA-POT"
JAPAN WAR SCARE
-1907-

PANAMA CANAL
PURCHASED 1903



UNCLE SAM -
"I'LL JUST
DIG THIS
THING MY-
SELF."



SAN FRANCISCO EARTHQUAKE APR. 1906.



JAMESTOWN EXPOSITION 1907
IN CELEBRATION OF THE
SETTLEMENT OF JAMESTOWN
VA IN 1607

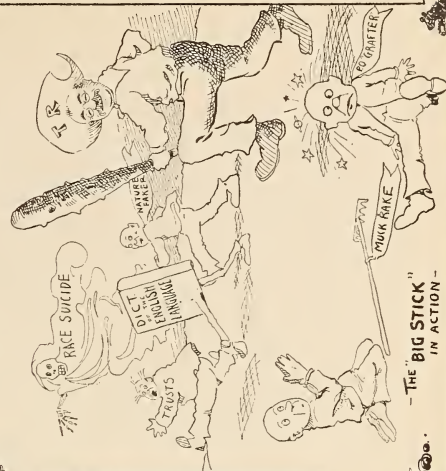


THE
LEWIS AND CLARK CENTENNIAL
EXPOSITION AND ORIENTAL FAIR
1905

THE
LOUISIANA PURCHASE
EXPOSITION - 1904 -

Other Events.

ANTHRACITE COAL STRIKE '02 - IROQUOIS THEATER FIRE '03
BALTIMORE FIRE 1904 - END OF PHIL. WAR '02
CLEVELAND DIED 1908 - PACIFIC CABLE Laid
RICHARD MANSHFIELD DIED '07 - WIRE STRIKE '07
NAVY INCREASED - DEATH OF JOS. JEFFERSON



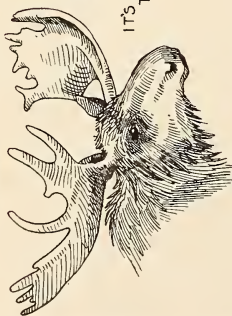
-THE "BIG STICK"
IN ACTION -



1909

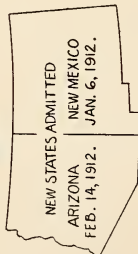
Taft's ADMINISTRATION

1913



NATIONAL
PROGRESSIVE
PARTY ORGANIZED

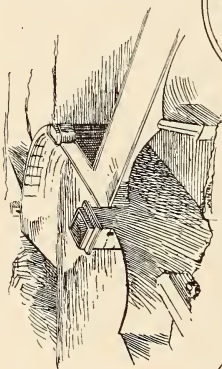
IT'S EMBLEM:
THE MOOSE



NEW STATES ADMITTED
ARIZONA
FEB. 14, 1912.
NEW MEXICO
JAN. 6, 1912.



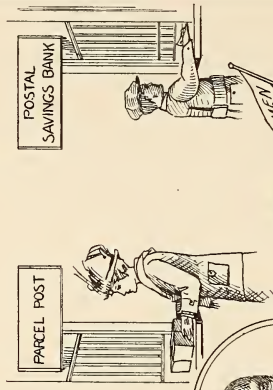
TAFT



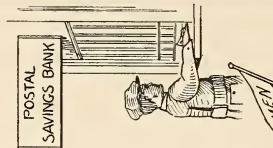
ROOSEVELT DAM COMPLETED



SHERMAN



PARCEL POST

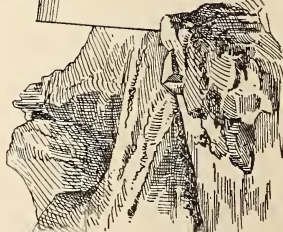


POSTAL
SAVINGS BANK



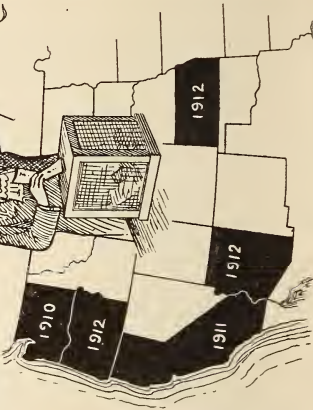
OTHER EVENTS •

PAYNE-ALDRICH TARIFF - 1909
HUDSON - FULTON CELEBRATION - 1909
PINCHOT-BALLINGER CONTROVERSY-1910
COMMERCE COURT ESTABLISHED -1910
CANADIAN FISHERIES DISPUTE
ENDED- 1910
STANDARD OIL DECISION - 1911
TARIFF BOARD ESTABLISHED- 1911
RECIPROCITY DEFEATED BY CANADA-1911
CHILDREN'S BUREAU ORGANIZED-1912
FIRST DIFFICULTIES WITH
MEXICO - 1912
SIXTEENTH AMENDMENT - 1913
DEPARTMENT OF LABOR CREATED
1913



ASCENE IN GLACIER NATIONAL PARK

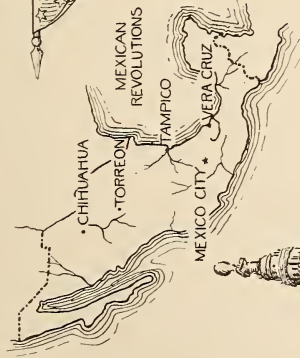
CANADA
BELTON
KALISPELL
FLATHEAD
LAKE
WESTERN MONTANA



1913

1917

WILSON'S ADMINISTRATION



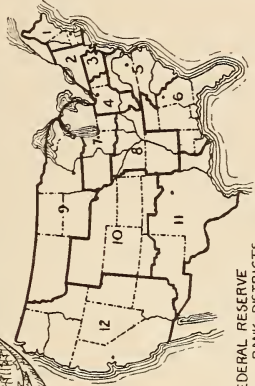
MEXICAN
REVOLUTIONS

MINERS' STRIKES IN
COLORADO AND WEST VIRGINIA

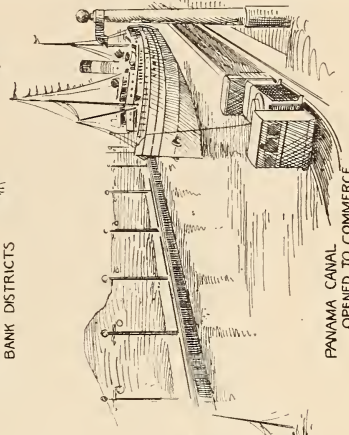


OTHER EVENTS.

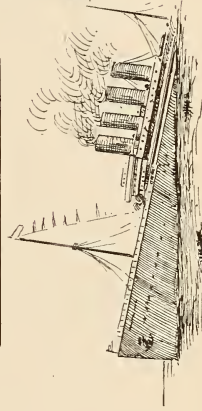
MINNESOTA RATE DECISION - 1913
SEVENTEENTH AMENDMENT - 1913
ANTI-ALIEN LAND BILL, CALIF. - 1913
SIMMONS-UNDERWOOD TARIFF - 1913
HETCH-HETCHY PROJECT - 1913
SEAMENS LAW - 1914
BRYAN-WILSON TREATIES - 1914
ANTI-TRUST LAWS - 1914
PANAMA TOLLS EXEMPTION
REPEALED - 1914
ALASKA RAILROAD - 1914
\$500,000,000 LOAN TO GREAT
BRITAIN AND FRANCE - 1915
RECOGNITION OF CARRANZA
IN MEXICO - 1915



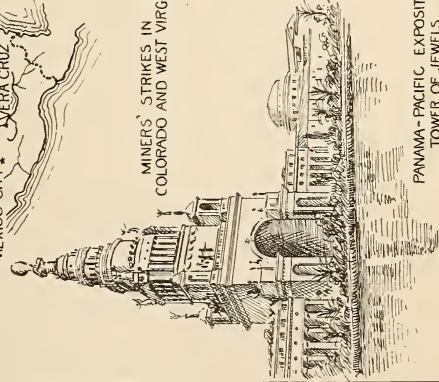
FEDERAL RESERVE
BANK DISTRICTS



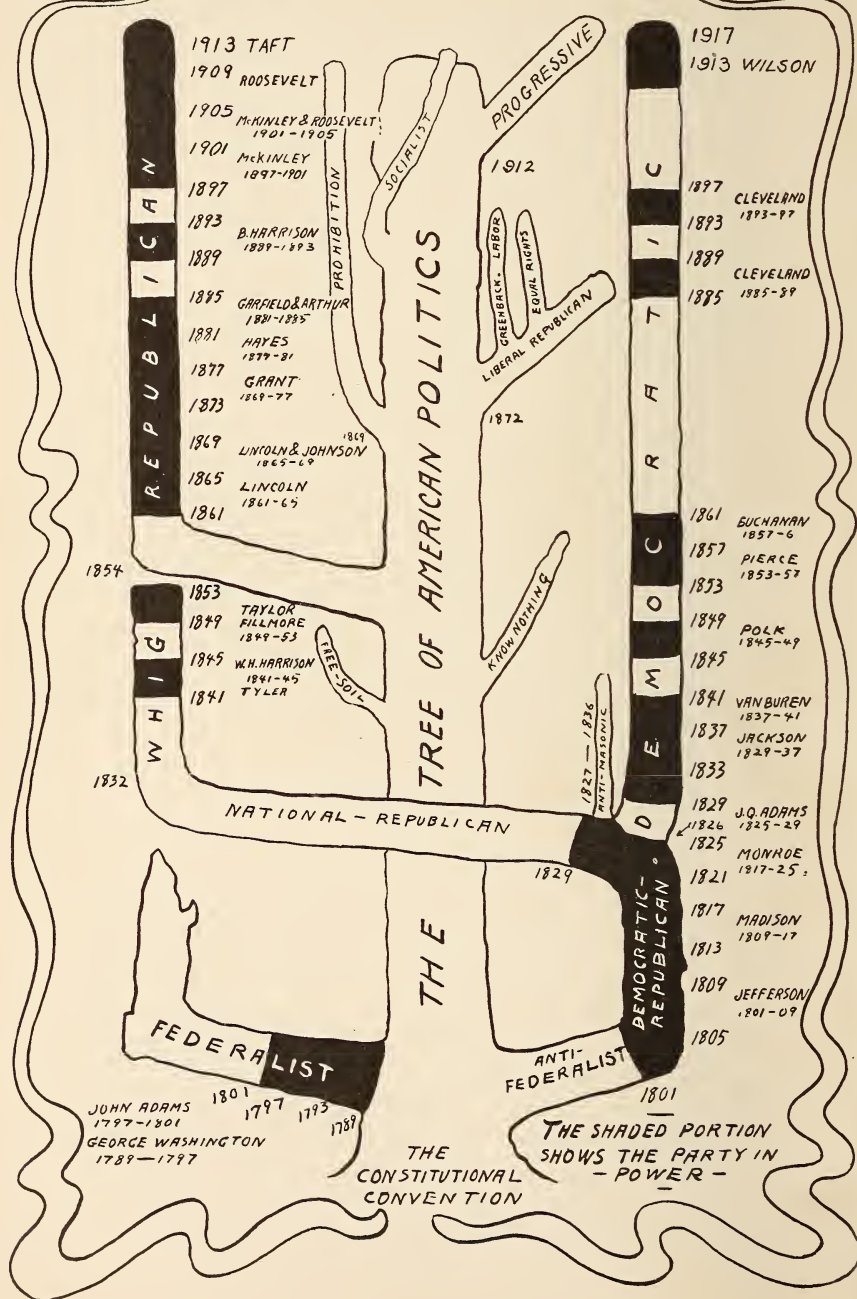
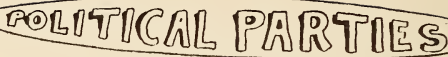
PANAMA CANAL
OPENED TO COMMERCE



SINKING OF THE LUSITANIA



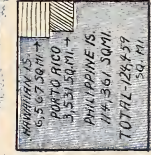
PANAMA-PACIFIC EXPOSITION
TOWER OF JEWELS



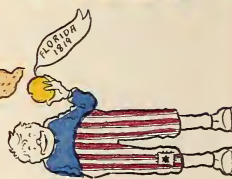
ACQUISITION

OF TERRITORY

-OUR ACQUISITIONS IN NORTH AMERICA-



-AS A BABY-
(THIRTEEN ORIGINAL STATES)



THE GROWTH OF "UNCLE SAM"

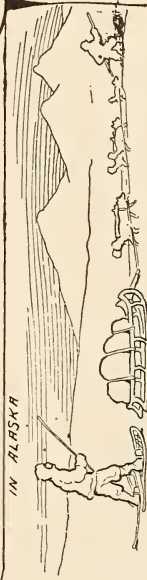
Acquisition of Territory

Thirteen original colonies	July 4, 1776
Cessions by the states.	
Massachusetts cession.	1785
Connecticut cession.	1796-1800
Virginia cession.	1784
South Carolina cession.	1787
North Carolina cession.	1790
Georgia cession.	1802
Louisiana purchase from France.	1803
Florida purchase from Spain.	1819
Texas annexed.	1845
Oregon country.	1846
Mexican cession.	1848
Texas cession from Texas.	1850
Part of Colorado, Kansas, New Mexico, Oklahoma.	
Gadsden purchase from Mexico.	1853
Alaska from Russia.	1876
Hawaiian Islands annexed.	1898
Philippine Islands from Spain.	1898
Porto Rico from Spain.	1898
Guam from Spain.	1898

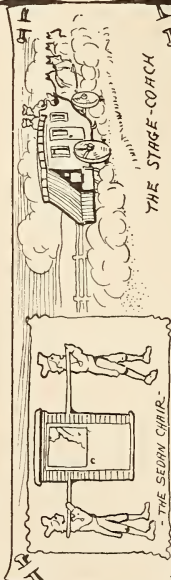
ITEMS	HAWAIIAN ISLANDS	PHILIPPINES	PORTO RICO	GUAM
Acquired	1898	1898	1898	1898
Area, Sq. miles	7,000	140,000	3,550	196
Rivers	Small rivers, numerous; help irrigation	Very few and small	Numerous, short and rapid	
Mountains	Mauna Koa, 13,805	Mayon, 8,000	El Yunque, 3,609	Tinkio
Population	154,001	8,000,000	800,000	9,250
Climate	Frequent showers; wind prevents excessive heat	Fresh and cool, Nov. to Mar. Very hot, Mar. to June	Hot, but not unhealthful; delightful	Favorable, healthful
Products.	Sugar, rice, coffee, fruits	Hemp, sugar, coffee, tobacco, rice, fruits	Sugar, coffee, tobacco, rice, fruits	Sugar, indigo, rice, fruits
Exports	1907 \$29,054,381 (U. S.)	1906 \$32,642,892	1907 \$26,964,617	
Imports.	1907. \$14,124,516 (U. S.)	1906 \$26,403,768	1907 \$28,901,352	
Occupation	Agriculture and grazing	Agriculture, grazing, mining	Agriculture, grazing, mining	Fishing and Agriculture
Miles R.R.	72	120	137	
Capital	Honolulu, 30,000	Manila, 350,000	San Juan, 25,000	Agana, 5000
Other city	Hilo, 12,000	Lipa, 40,000	Ponce, 40,000	Apra

MODES OF

TRAVEL.

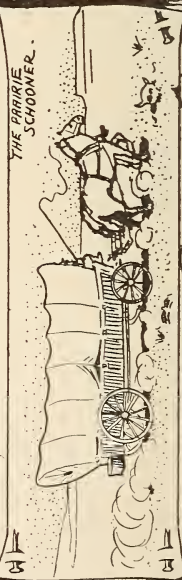


IN ALASKA



THE STAGE-COACH

THE SEDAN CHAIR



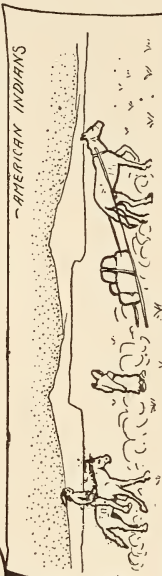
THE PRAIRIE SCHOONER



MODERN FLYER

BIKYLE

THE AUTOMOBILE

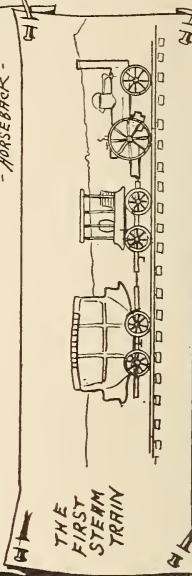


-AMERICAN INDIANS



THE FLAT-BOTTOM

-HORSEBACK



THE FIRST STEAM TRAIN



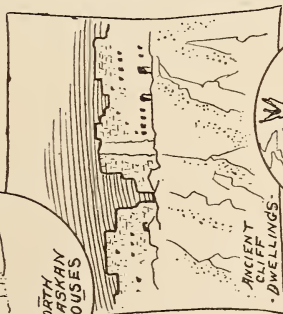
-OCEAN LINER

HABITATIONS

PRIMITIVE



NORTH
ALASKAN
HOUSES



ANCIENT
CLIFF
DWELLINGS



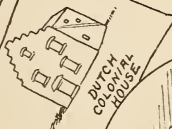
INDIAN
WIGWAGS

FIRST



NEW ENGLAND
COLONIAL
HOUSE

SETTLERS



DUTCH
COLONIAL
HOUSE



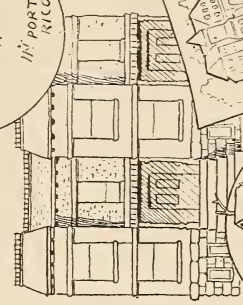
SOUTHERN
COLONIAL
HOUSE



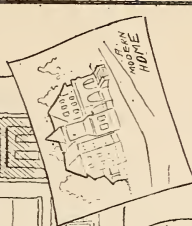
THE HOME OF THE
PIONEER

MODERN

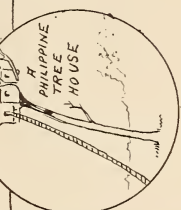
MODERN FLATS



IN PORTO
RICO

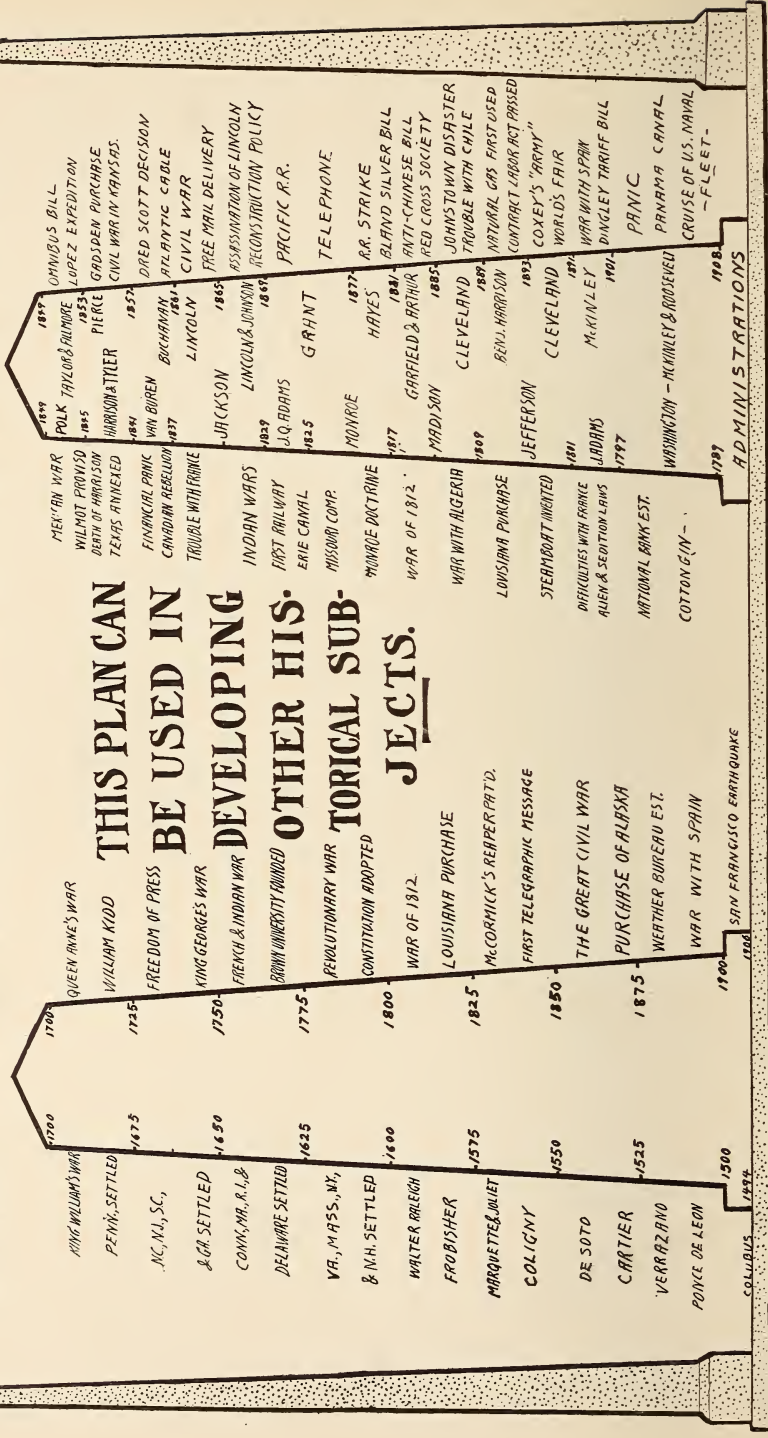


MODERN
HOME



PHILIPPINE
TREE
HOUSE

HISTORICAL EXERCISE.





SLAVERY IN THE

UNITED STATES



SEEKING OUT "A NEW PLANT" IN THE COLONIES - 1619 -



EVENTS -

- 1619- SLAVERY INTRODUCED
- 1688- QUAKERS PROTESTED
- 1787- PROHIBITED IN N.W. TERR.
- 1793- FUGITIVE SLAVE LAW
- 1808- FOREIGN SLAVE TRADE FORBIDDEN
- 1820- MISSOURI COMPROMISE
- 1845- ANNEXATION OF TEXAS
- 1850- OMNIBUS BILL
- 1854- KANSAS - NEBRASKA BILL
- 1857- DRED SCOTT DECISION
- 1863- EMANCIPATION PROCLAMATION
- THE RACE QUESTION OF TO-DAY

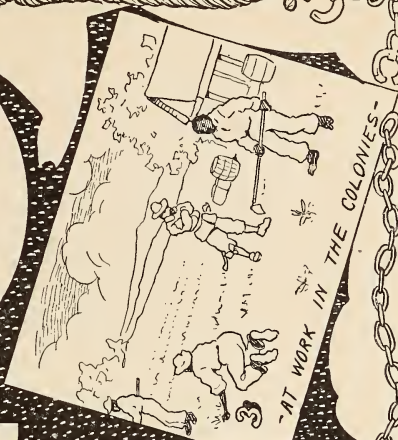
DEALERS
SELLING SLAVES TO
THE PLANTERS.



IN AFRICA -
A NATIVE VILLAGE



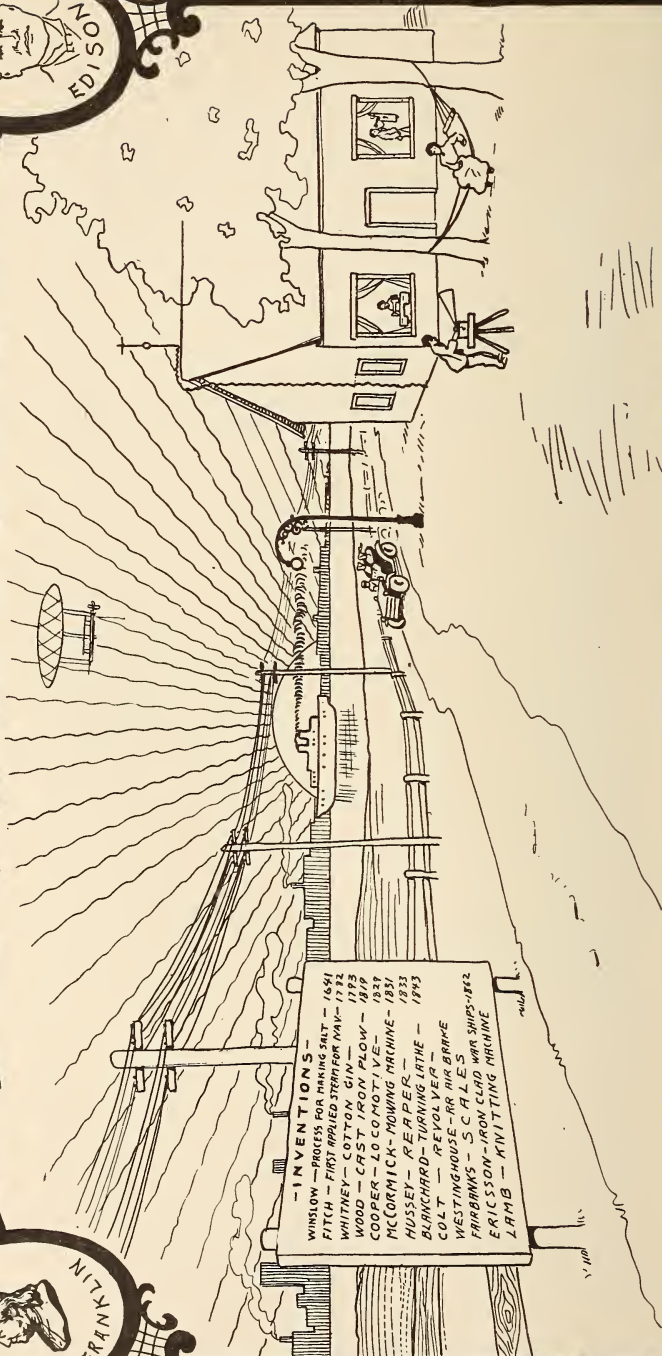
ON THE
THE SLAVE SHIP
- BOUND FOR AMERICA



AT WORK IN THE COLONIES -



INVENTIONS

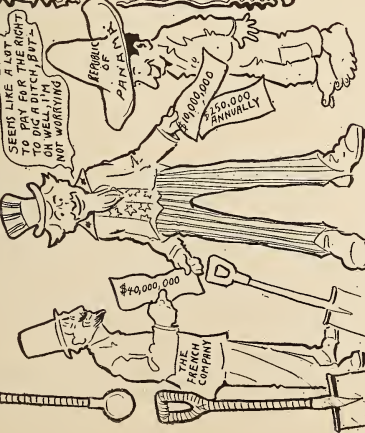


- INVENTIONS -**
- WINSLOW - PROCESS FOR MAKING SALT - 1654
 - FITCH - FIRST PATENTED STEAM FOR NAVY - 1782
 - WHITNEY - COTTON GIN - 1793
 - WOOD - CAST IRON PILE - 1804
 - COOPER - CAST IRON PILE - 1831
 - MCORMICK - MOWING MACHINE - 1831
 - HUSSEY - REAPER - 1833
 - BLANCHARD - TURNING LATHE - 1843
 - COLT - REVOLVER - 1843
 - WESTINGHOUSE - AIR BRAKE
 - FAIRBANKS - SCALES
 - ERICSSON - IRON CLAD WAR SHIPS - 1862
 - LAMB - KNITTING MACHINE

WHAT NINE INVENTIONS ARE SHOWN IN OUR ILLUSTRATION ?
- GIVE NAME OF INVENTOR & DATE -

THE PANAMA CANAL

THE COST OF CONCESSIONS -



"EVERYBODY HAPPY"



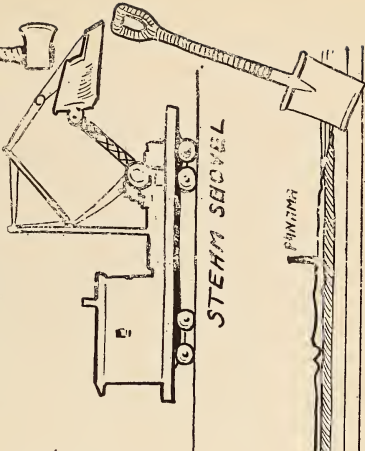
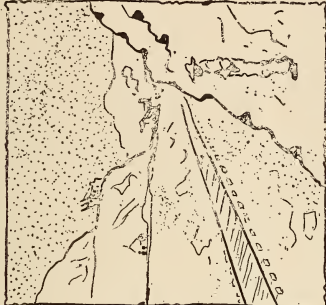
-ITEMS OF INTEREST-

KING FERDINAND
KING PHILIP
GREAT BRITAIN
VON HUMBOLDT
HENRY CLAY
KING OF HOLLAND

CORNELIUS VANDERBILT
FERDINAND DE LESSUPS
PANAMA CANAL COM.
WALKER COM.
SPOONER ACT
ROOSEVELT CANAL COM.



-CULEBRA CUT-



SOLAN

PANAMA

-ATLANTIC OCEAN LEVEL-

STEPS OF PROGRESS.



MANUFACTURES

APPLICATION OF ELECTRICITY

LITERATURE

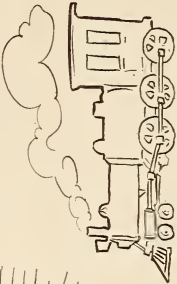
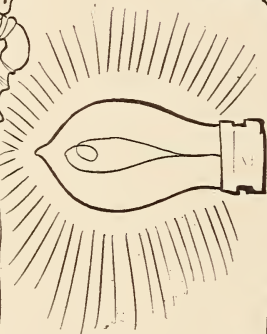
APPLICATION OF STEAM

INVENTIONS

TERRITORIAL EXPANSION

DEVELOPMENT OF COTTON INDUSTRY

RESOURCES OF THE COUNTRY



STEAM
AND
ELECTRICITY
TWO

IMPORTANT FACTORS
IN OUR NATIONAL
GROWTH

THE WONDERFUL DEVELOPMENT OF THIS COUNTRY HAS BEEN THE MARVEL OF THE AGE AND IS DUE TO ITS RESOURCES AND THE ENERGY OF ITS PEOPLE.

"IT IS THE RAINBOW OF PROMISE THAT THIS NATION SHALL NOT PERISH"



THE DEVELOPMENT OF THE AMERICAN FLAG

UNITED STATES



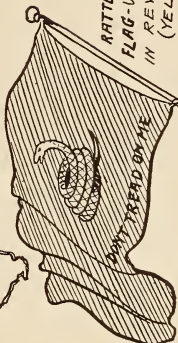
- COLONIAL FLAG -
USED BEFORE THE REV. WAR
(RED)



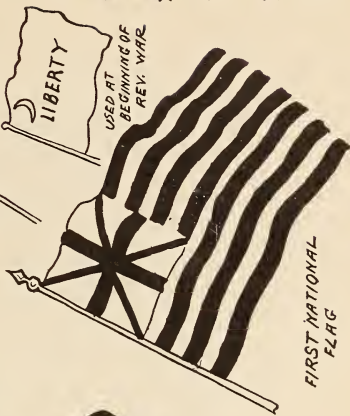
BUNKER HILL
FLAG (BLUE)



THE FLAG
AS IT IS



RATTLESNAKE
FLAG-USED EARLY
IN REV. WAR-
(YELLOW)



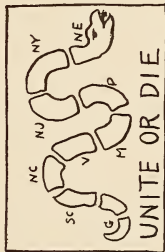
FIRST NATIONAL
FLAG



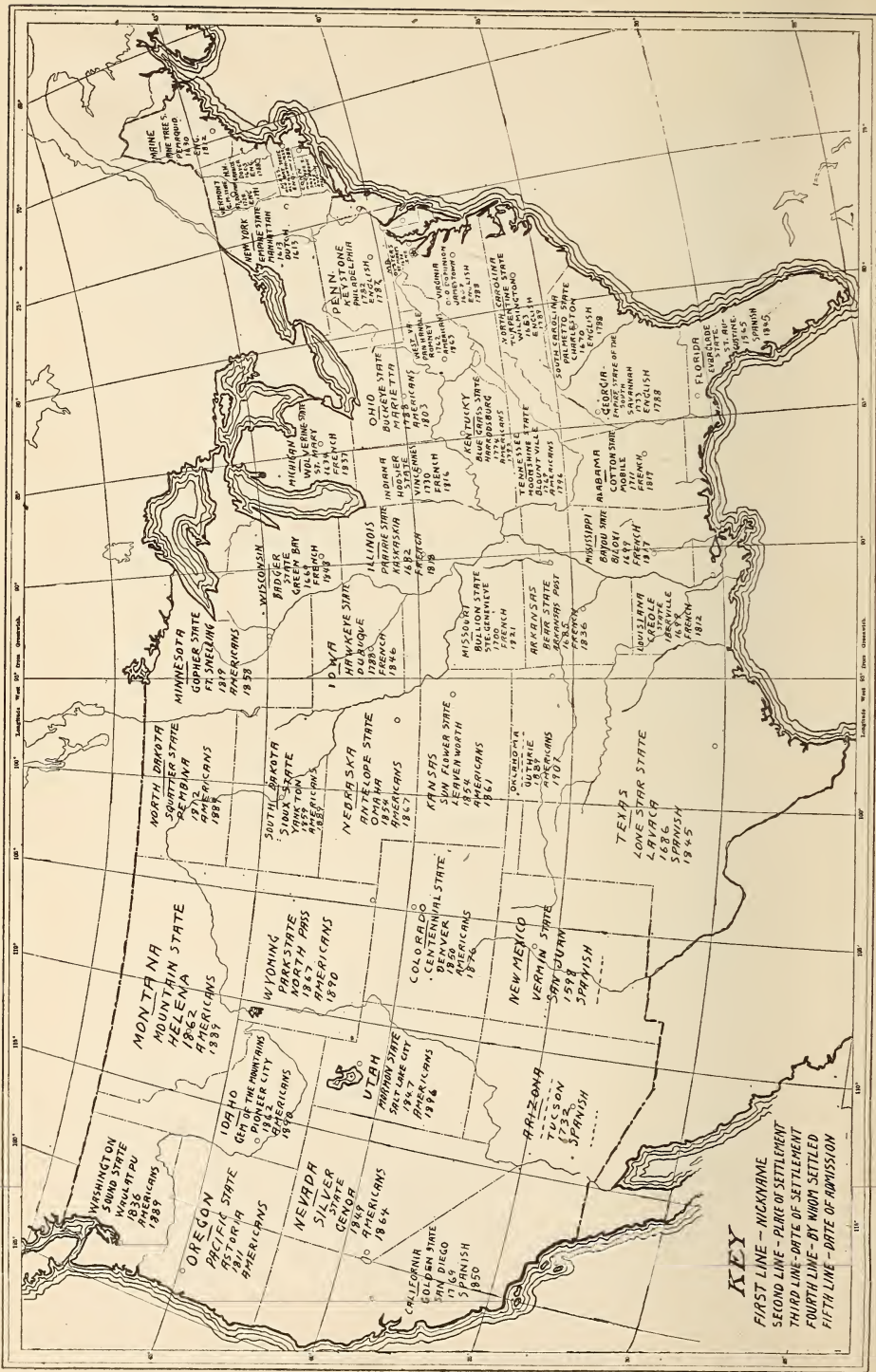
USED AT
BEGINNING OF
REV. WAR



- WHITE TREE FLAG -
USED BY AMERICAN NAVY EARLY
IN REV. WAR
(WHITE & GREEN)

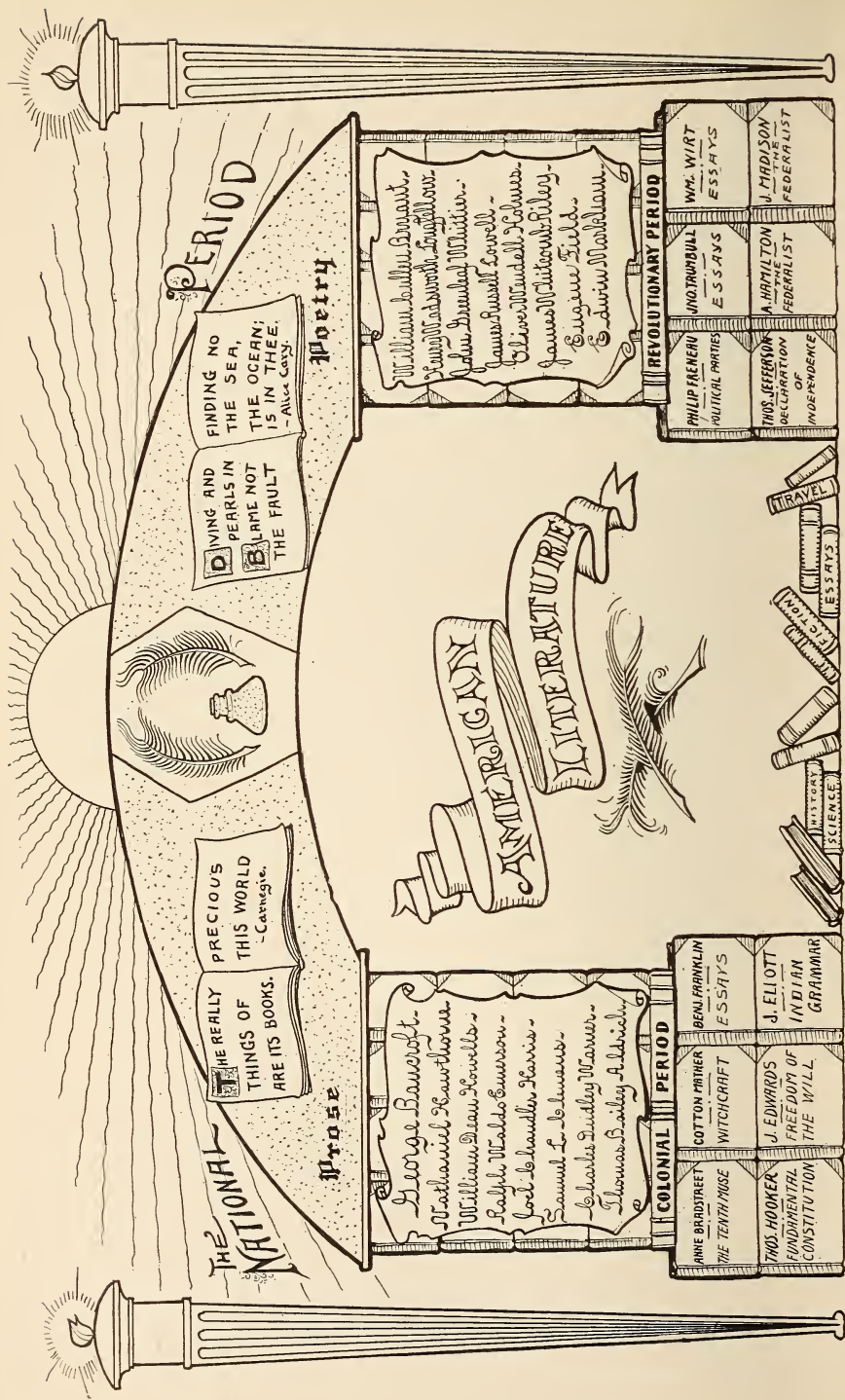


EMBLEM USED IN REV.
WAR





The clouds in the sky worry Uncle Sam, but the stars give him hope. In the past, whenever a cloud has become so large as to threaten the nation, a great man has arisen and piloted it through the storm. Uncle Sam is reviewing the leaders who have made the United States the great nation that it is. He knows that in the schools today are future leaders, who, if properly trained, will keep the United States foremost among nations.



AMERICANS EMINENT IN LITERATURE, ART AND SCIENCE

JOURNALISTS
BRYANT
GREELEY
BENNETT
PRENTISS

INVENTORS

EDISON

FRANKLIN

WRITERS
LONGFELLOW
STUART
POWELL
SULLY
ALSTON

ORATORS

WEBSTER
HAYNE
SUMNER
CLAY
CALHOUN
BRYAN

POETS

FREAU
WHITTIER
BRYANT
POE
LOWELL
EMERSON
DANA
HALLECK

SCULPTORS

POWERS
STORY
GREENOUGH
HOSMER
HART

HUMORISTS

LOCKE - BROWN
- SHAW - CLEMENS - ADE -

HISTORIANS
PRESCOOT
MOTLEY
RIDPATH
HEADLEY
BINGROFT
EDWARDS

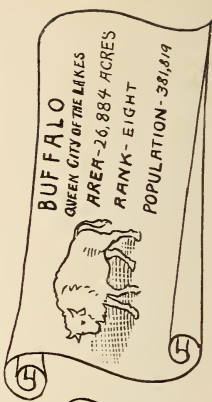
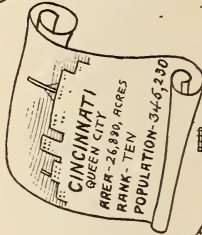
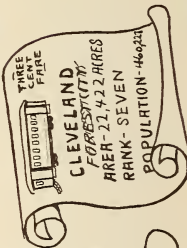
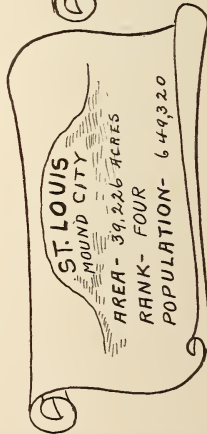
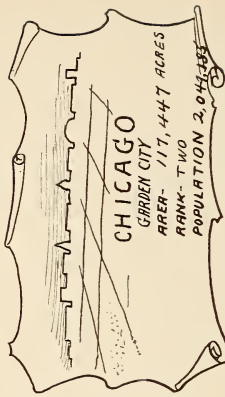
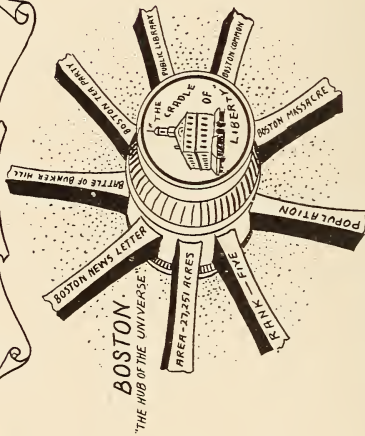
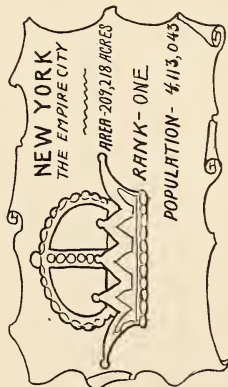
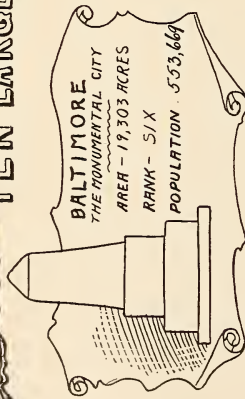
METAPHYSICIANS
BOWDITCH
LOOMIS
DAVIS

NATURALISTS
WILSON
ACOSTA
MOORE
JONES

EVANGELISTS
BEECHER
TALMAGE
SWING
MOODY

NOVELISTS
COOPER
HAWTHORNE
IRVING
HOWELLS
TWARVER

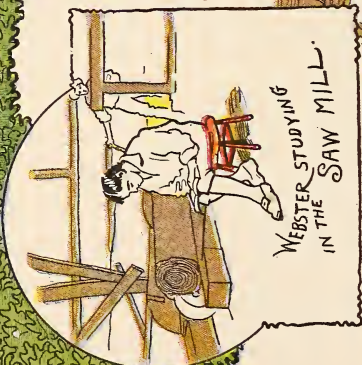
TEN LARGE CITIES OF THE UNITED STATES



LOWLY BEGINNINGS OF GREAT MEN.

LINCOLN AS A
YOUNG MAN

"THE RAILSPLITTER"



WEBSTER STUDYING
IN THE
SAW MILL.



"THE MILL-BODY OF THE SLASHES"
WHEN A BOY HENRY CLAY
WORKED IN A GRIST-MILL



"THE BOY GRANT BREAKING TAN
BARK FOR USE IN HIS FATHER'S
TANNERY"



YOUNG GARFIELD
ON THE
TOW-PATH.

"TALL OAKS FROM LITTLE
ACORNS GROW"

Lowly Beginnings of Great Men

Nothing can be more inspiring to the youthful mind or a greater incentive to effort than a study of our truly great men. Biography is the basis of all historical study.

It is the aim of this illustration to set forth in a simple way the possibilities before our American youth and to incite them to emulate the examples of such men and to aspire to the same greatness.

If the student can be incited to great and generous and virtuous deeds by the silent yet potent portrayal of these "Lowly Beginnings" and can be persuaded to study more fully the biographies of our great men and their historical relations, thus becoming familiar with the characters who have given us a place the most exalted among the nations of the earth, our sketch will have accomplished its mission.

We are not so much concerned to make scholars as to bring our boys and girls into a sympathetic knowledge of their environments and to fit them for intelligent citizenship. The timid should be encouraged with the story of Daniel Webster, who received but a few months' schooling and as a boy was too shy to speak a piece in school, yet later stirred the nation with his eloquence.

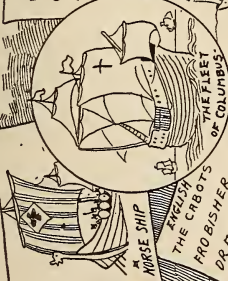
Many such instructive and inspiring lessons will thus suggest themselves to the thoughtful teacher and devoted mother, and it will prove a satisfaction to feel that we have neglected nothing that might be an inspiration to youthful minds in stimulating their patriotism and developing their character.

The intent of this illustration will be lost if by it the children are not made more patriotic and led to understand more fully the import of citizenship.



EXPLORATION

- FRENCH -
VERRAZZANO
CARTIER
LA SALLE
CHAMPLAIN



THE FLEET
OF COLUMBUS

SPANISH
VESPUCCI
DE SOTO
PONCE DE LEON
BALBOA

THE HALF-MOON

ORIGINATION

EXPLORATION - FIRST EXPLORATION
TO JAMESTOWN SETTLEMENT
COLONIZATION - JAMESTOWN SETTLEMENT
TO KING WILLIAM'S WAR
CONSOLIDATION - KING WILLIAM'S WAR
TO THE SECOND CON-
TINENTAL CONGRESS.

COLONIZATION



THE OLDEST
COLONY IN THE
NEW WORLD

"HAYTI"



"THE BREAKING WAVES
DISHED HIGH
ON ASTORIA
AND CRIST
BOUL"



NEW
AMSTERDAM
BECAUSE
DUTCH

"WESTWARD THE STAR OF
EMPIRE TAKES ITS WAY"

THE THREE GREAT ERAS OF AMERICAN HISTORY

CONSOLIDATION

"NO TAXATION
WITHOUT REPRE-
SENTATION"



KING WILLIAM'S WAR
KING GEORGE'S WAR
FRANCIS & INDIAN
WAR

STAMP
ACT

NAVIGATION ACT
WRITS OF ASSIST-
TANCE
MUTINY ACT

FIRST
CONTINENTAL
CONGRESS

"CEASAR HAD HIS
BRUISES, CHARLES I
HIS CROSS, WELL, AND
GEORGE III - "UNITE
OR DIE"

SEPARATION



"IN THE NAME OF THE GREAT
JEHOVAH CONGRESS"

"THESE
ARE
THE
MEN
THAT
TRY
SOULS"

I HAVE
NOT YET
BEGUN TO
FIGHT
— PHIL JONES —

SECOND ERA NATIONALIZATION

SEPARATION-SECOND CONTINENTAL
CONGRESS TO SECOND TREATY OF PARIS.
ORGANIZATION-SECOND TREATY
OF PARIS TO WASHINGTON.
FEDERALIZATION-WASHING-
TON TO JACKSON.

ORGANIZATION

THE ARTICLES OF CONFEDERATION—
TOO WEEK



THE THREE GREAT ERAS OF AMERICAN HISTORY

FEDERALIZATION

"THE UNION, IT MUST
AND SHALL BE PRE-
SERVED — JACKSON

THE
MONROE
DOCTRINE

MISSOURI
COMPROMISE

COTTON
GIN
INVENTED

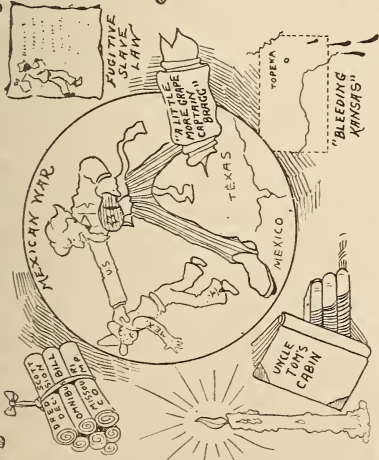
ONE COUNTRY,
ONE CON-
STITUTION,
ONE DESTINY
— WEBSTER

TO THE
VICTORS BE-
LONG THE
SPOILS
— HARRY

WAR OF 1812
"WE HAVE MET
THE ENEMY AND
THEY ARE
OURS"

ACITATION

7

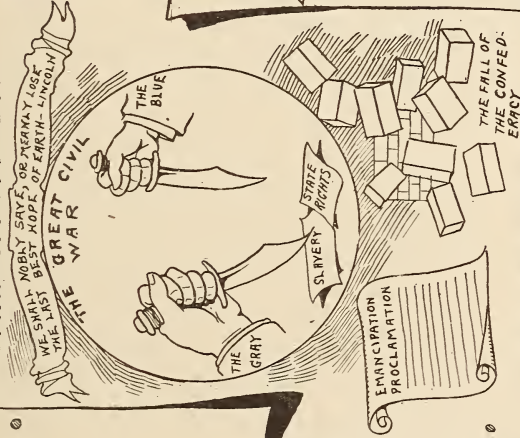


THIRD ERA REFORMATION

ACITATION - JACKSON TO LINCOLN
 EMANCIPATION - LINCOLN TO JOHNSON
 REORGANIZATION - JOHNSON TO ROOSEVELT

EMANCIPATION

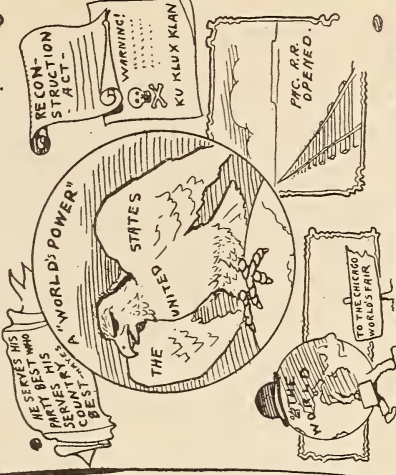
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THE THREE GREAT ERAS OF AMERICAN HISTORY

REORGANIZATION

9



Additional Exercises

In the preparation of this work more than one thousand prominent educators, including many of the leading history teachers, were consulted and their most practical suggestions solicited. These suggestions have been incorporated in the outlines and exercises which we give you. We believe that a successful teacher can use to advantage the hundreds of exercises here suggested.

Originality in design and selection of material is necessary if the student expects to be greatly benefited. Students should think for themselves and be impressed with the fact that studying history is not **memorizing** something but **understanding** something.

Blackboards

The value of blackboard illustrations is one of the most important features of a teacher's work. A very successful city teacher of fifteen years' experience recently remarked that she had never known a pupil to fail on a written review based on previous illustrative work.

Note Books

Use note books freely. Require every pupil to keep note books. Stimulation of thought on the part of the pupils should be encouraged and excellence of reproduction constantly strived for. "Once writing a copy is worth twice reading it."

Drawings

Drawings require attention to details and results in an accurate knowledge. Much interest can be created by illustrating lessons. In this way the eye will assist the memory in mastering the facts.

Outline Maps

Outline maps should be filled in representing each period studied. The pupil will then see the country develop and the geography and history will be indissolubly linked. This series of maps giving the names and dates will be valuable for reference. The teacher will at all times strive to have the pupils see the place as well as the time of historical occurrences.

Charts

Charts are very helpful in studying history and pupils should be encouraged to prepare them for the permanent use of the school. They will become very much interested in the preparation of lessons to be hung on the wall for display. Such work will not only be valuable to the pupils but will be found very helpful for reference.

Color Work

Insist on the use of colored pencils and colored crayons. They can be supplied at a nominal price and will add variety and insure interest in the work. Such work will naturally lead to water color work and other artistic development.

Queer Queries

Flagging interest can be stimulated by introducing queer queries to spice the recitation and at the same time result in a more comprehensive study of the subject. Pupils should be encouraged to prepare a list of test questions logically arranged.

Outlines

Outlines systematize the matter and are an aid in studying the subject from a variety of books. Pupils should be encouraged to develop systematic outlines. If developed aright they will occasion an industrious study, enliven the recitation period and result in intelligent and accurate students.

Tables

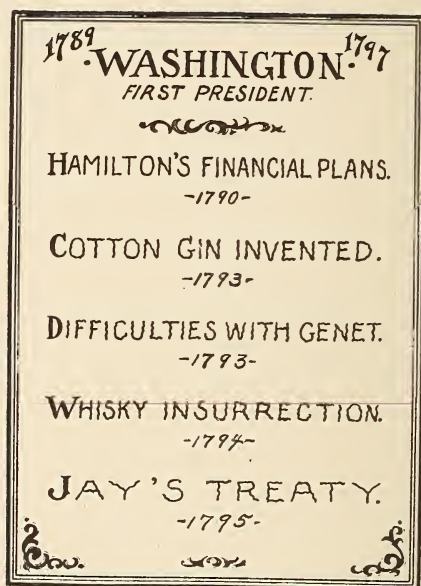
Tables will give practice in condensing material and picking out essentials. When complete they present a good general view of the subject. We have supplied several styles and others can be originated to develop various subjects.

Scrap Books

Every class should prepare a scrap book containing classified historical information, clippings from books, magazines and original writings, embellished with illustrations from books or by the student as the class progresses. This volume, if carefully prepared, will prove the most popular reference book in the library and can be used with profit by succeeding teachers.

Supplementary Reading

Every history class should have access to the **New Practical History of the World** to supplement the text. A good encyclopedia is necessary and the **New Practical Reference Library** will prove invaluable. Never rely wholly on one text. Many texts will result in a critical and inquisitive mind and will arouse the pupils interest and inspire enthusiasm for the study.



Historical Cards

Have your pupils prepare a card for each administration showing five of the most important events. The teacher can hold all the cards and read an event. The pupil that can give the President's name first gets the card and the one securing the most cards wins the game. Each exercise is different since different questions can be asked. The pupils may each take several cards and ask the questions in turn and play for a given time, as ten minutes, or until one pupil secures all of the cards. If it is an advanced class and the teacher desires to emphasize the dates, the teacher can read the facts and have the pupils give the dates of same. A few exercises of this kind will fix definitely in the mind the dates of important events in history.

Every pupil should know five important events of each administration. Few pupils can tell in whose administration we have the Embargo Act, The Purchase of Louisiana, The Omnibus Bill, etc. By simply knowing the administration, it gives us a general idea without the necessity of attempting to fix exact dates.

A simple exercise can be prepared on other periods of American history, on biography, etc. These games will be carried into the homes and much valuable information acquired without direct effort.

VALUE OF SPECIAL PROGRAMS

“Variety is the spice of life” is no more true in society and business than it is in the school, and the teacher who hopes to succeed must constantly be introducing new features that will increase the interest of her pupils in their work. For this purpose nothing is more effective than a program each month, consisting of exercises appropriate for some special day.

Such programs not only add interest, but they often have great inspirational and educational value. The pupils who take part in programs which celebrate the birthdays of men of nobility and achievement, like Washington and Lincoln, or which commemorate important historic events like the discovery of America or the institution of Thanksgiving, are learning great truths of life and studying the progress of civilization in a way that is certain to make a lasting impression.

The teacher sometimes feels that the parents do not fully appreciate her efforts. There is no better way to advertise her work than to have exercises on special days, which the patrons of the school may attend. Every occasion of this kind should be an “open house,” and should be advertised in the local papers.

In the following pages are suggestions for special programs which the teacher will find helpful as a basis to work upon. Material for all of the special days may be obtained from the school supply companies, and programs and exercises may also be found in the various school journals. For additional information write to the NATIONAL PROGRESS LEAGUE, 104 S. Michigan Avenue, Chicago.

THE STORY OF OUR FLAG

Our star-spangled banner, emblem of union and liberty, had its origin in the struggle of the thirteen colonies for independence. During the early period of the Revolution several different flags were carried by the American troops. The first standard of the united colonies was the Grand Union Flag of 1776, which General Washington unfurled to the breeze over his headquarters at Cambridge, Mass., on January 2, 1776. This standard had thirteen stripes, alternate red

and white, to represent the thirteen colonies, and on its blue field it bore the colors of the king, the red cross of Saint George, and the white cross of Saint Andrew, to show that the sovereignty of Great Britain was still acknowledged.

When the colonies announced their independence by adopting the Declaration of 1776, it was felt that a national emblem of the new nation should be chosen, and on June 14, 1777, the birthday of the stars and stripes, Congress adopted the following resolution: "Resolved, that the flag of the Thirteen United States shall be thirteen stripes, alternate white and red, and that the Union be thirteen white stars on a blue field." The first flag, which had a circle of thirteen white stars on a blue field, was made by Mrs. Betsy Ross, one of the most skilful needlewomen in the colonies, at her home at 239 Arch Street, Philadelphia.

As each star and stripe represented a state, when Vermont and Kentucky came into the Union, in 1791 and 1792, it became necessary to increase the number of stars and stripes to fifteen, and an act providing for this increase was passed by Congress in 1795. The flag of fifteen stripes and fifteen stars floated over Fort McHenry throughout the attack of the night of September 13, 1814, and it was this banner that inspired Francis Scott Key to write his immortal song *The Star Spangled Banner*. In 1818 Congress passed the act which determined the present arrangement of the flag, reducing the number of stripes to thirteen, and providing that on the Fourth of July following the admission of each new state to the Union, one star should be added to the blue field.

Our present flag bears forty-eight white stars on a blue field, arranged in six rows of eight stars each, and since its first birthday, June 14, 1777, nearly one hundred and fifty years ago, it has never lost a star. Its colors stand today for what they stood in the time of our forefathers—red for valor, white for purity, blue for fidelity.

Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory, honor, all
Live in the colors to stand or fall.

FLAG DAYS

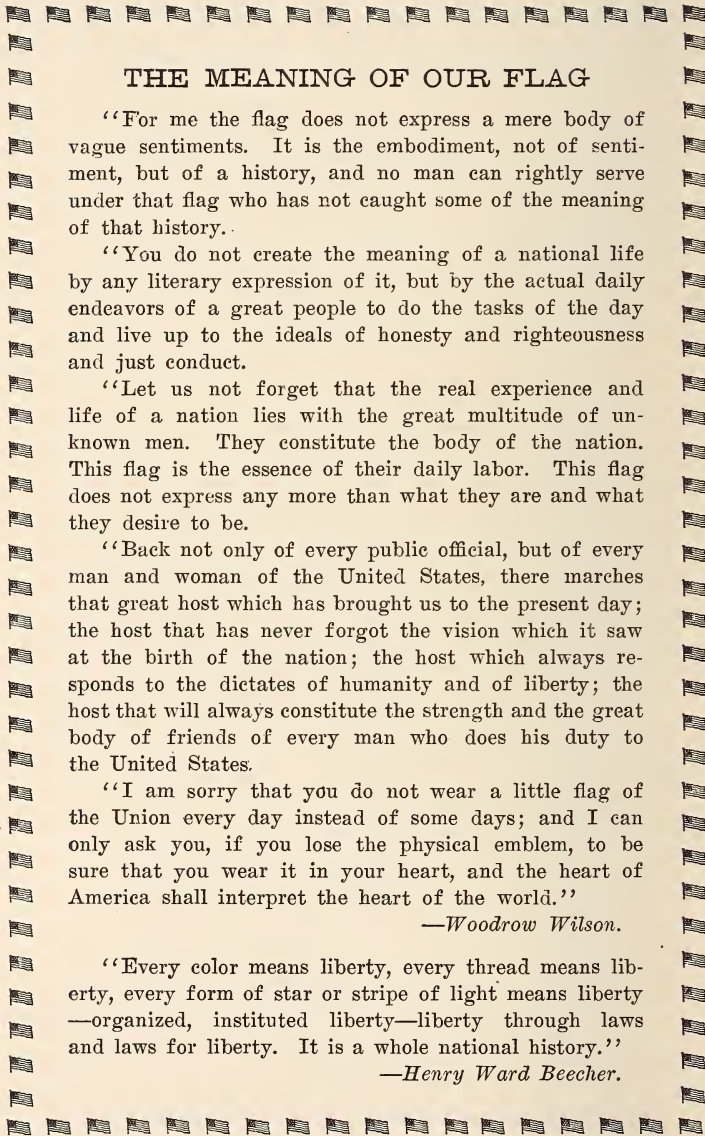
Every school district should own a flag, and float it above the school-house on the anniversaries given below. Opening exercises appropriate for the occasion should also be provided. In addition to these anniversaries, dates of prominence in connection with your

particular state should be observed, such as the date on which it was organized as a territory, and the date on which it was admitted to statehood. The flag should also float on

Labor Daythe first Monday in September
Mother's Daythe second Sunday in May
Arbor Day and Bird Day..vary according to the locality
President's birthday.....Woodrow Wilson's occurs on Dec. 28
Thanksgiving Daythe last Thursday in November
Presidential election day..which falls on the first Tuesday after
the first Monday in November, in
even-numbered years, divisible by
four

List of Flag Days

Sept. 14, 1901.....Death of McKinley—half mast
Oct. 7, 1765.....First Colonial Congress
Oct. 12, 1492.....Discovery of America by Columbus
Dec. 16, 1773.....Boston Tea Party
Dec. 17, 1807.....Birth of Whittier
Dec. 22, 1620.....Landing of the Pilgrims
Dec. 25Christmas
Jan. 1New Year's Day
Jan. 19, 1807.....Birthday of Robert E. Lee (observed
at present only in the Southern
states)
Feb. 12, 1809.....Birthday of Abraham Lincoln
Feb. 14Valentine's Day
Feb. 22, 1732.....Birthday of George Washington
Feb. 27, 1807.....Birthday of Longfellow
March 4, 1789.....First United States Congress
April 15, 1865.....Death of Lincoln—half mast
April 19, 1775.....Battle of Lexington
April 30, 1789.....Inauguration of Washington
May 4, 1796.....Birthday of Horace Mann
May 18, 1899.....Peace Day—First Hague Conference
opened
May 30Memorial Day
June 14, 1777.....National Flag adopted
July 4, 1776.....Declaration of Independence adopted



THE MEANING OF OUR FLAG

"For me the flag does not express a mere body of vague sentiments. It is the embodiment, not of sentiment, but of a history, and no man can rightly serve under that flag who has not caught some of the meaning of that history.

"You do not create the meaning of a national life by any literary expression of it, but by the actual daily endeavors of a great people to do the tasks of the day and live up to the ideals of honesty and righteousness and just conduct.

"Let us not forget that the real experience and life of a nation lies with the great multitude of unknown men. They constitute the body of the nation. This flag is the essence of their daily labor. This flag does not express any more than what they are and what they desire to be.

"Back not only of every public official, but of every man and woman of the United States, there marches that great host which has brought us to the present day; the host that has never forgot the vision which it saw at the birth of the nation; the host which always responds to the dictates of humanity and of liberty; the host that will always constitute the strength and the great body of friends of every man who does his duty to the United States.

"I am sorry that you do not wear a little flag of the Union every day instead of some days; and I can only ask you, if you lose the physical emblem, to be sure that you wear it in your heart, and the heart of America shall interpret the heart of the world."

—Woodrow Wilson.

"Every color means liberty, every thread means liberty, every form of star or stripe of light means liberty—organized, instituted liberty—liberty through laws and laws for liberty. It is a whole national history."

—Henry Ward Beecher.

PEACE DAY

Peace hath her victories, no less renowned than war.

—Milton.

The flag of the American people is the emblem of a land of peace as well as a symbol of military glory. War in all ages has been the herald of ruin and desolation, but the culmination of its horror and misery has been reached in the second decade of the twentieth century. There is, therefore, no better time than the present to impress the pupils with the beautiful ideal of universal peace, and a peace program, similar to the one given below, may be effectively used for this purpose. May 18, the date of the opening of the first Hague Conference, which has been suggested by the superintendents of the American schools, is a suitable day for holding peace exercises, if your school does not close before this date. Appropriate exercises and material may be obtained from the World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

Peace Day Program

1. Song by the school—*America*.
2. Talk by the teacher: the story of the Hague Peace Conferences. What has been accomplished already by arbitration. The value of peace in a community and a school. How to develop self-control.
3. Story and description of the Temple of Peace at the Hague (by a pupil).
4. Song (selected).
5. Paper (by an older pupil)—The Cost of War.
6. Recitation—*The Reign of Peace*, by Eliza Thornton (from Beacon Lights of Patriotism).
7. Peace Gems—by several pupils (peace utterances of famous men).
8. Paper—*The Story of the American School Peace League*.
9. Recitation—*The Recessional*, by Kipling.
10. Closing song.

EXERCISES IN CHARACTER BUILDING

Lives of great men all remind us
We can make our lives sublime.

—Longfellow.

Character grows through the inspiration furnished by the noble example of the great and good men and women of the past and present. The teacher making a wise use of PROGRESS OF NATIONS can devote Friday afternoon of each week to a special exercise in character building, to the profit of her pupils. In volume VI, pages 398-539, and volume VII, pages 1-99, there is a wealth of material on the life and character of Washington, and throughout the work may be found equally valuable information on other great characters of the world. A program similar to the one given below can be worked out in connection with each of the subjects selected.

Perseverance

Motto:

"It is not the worst thing in the world to fail, the worst thing is not to try."

Essay—Perseverance.

- (a) In work; with hard or distasteful tasks.
- (b) In play; fighting out a lost game.
- (c) In self-improvement.
- (d) In working out a purpose.

Biography:

Columbus	Elias Howe	Helen Keller
James Watt	Cyrus W. Field	DeWitt Clinton

Fables:

<i>The Hare and the Tortoise</i>	<i>The Crow and the Pitcher</i>
<i>The Hill</i>	<i>The Giraffe's Long Neck</i>

Recitation:

<i>Bruce and the Spider</i>	<i>Columbus</i> , by Joaquin Miller
	<i>Excelsior</i> , by Longfellow

Quotations:

Have each one of the pupils be prepared to give a quotation showing the advantage of perseverance in all the duties of life.

Follow the plan as above outlined, and supplement it with such additional material as will be suggested by the topic. The teacher should give a final talk, applying the subject to school work and emphasizing the fact that it is only through perseverance that success comes.

SUGGESTED TOPICS FOR FRIDAY PROGRAMS

Courage—Abraham Lincoln, Ulysses S. Grant, Wellington.
Ambition—Thomas A. Edison, Stephen A. Douglas, Marshall Field.
Patriotism—Samuel Adams, Patrick Henry, Henry Clay.
Kindness to Animals—J. J. Audubon, Henry Bergh, George T. Angell.
Heroism—Joan of Arc, Grace Darling, Nathan Hale.
Self-Reliance—Miles Standish, Peter Cooper, Theodore Roosevelt.
Self-Control—George Washington, Daniel Webster, Robert E. Lee.
Fortitude—Laura Bridgman, William H. Prescott, Beethoven.
Obedience—Stephen Decatur, T. J. Jackson, George E. Pickett.
Determination—Bismarck, Oliver Cromwell, George W. Goethals.
Industry—Robert Fulton, Benjamin Franklin, Luther Burbank.
Initiative—Daniel Boone, Cyrus McCormick, Robert E. Peary.
Purity—John G. Whittier, Frances E. Willard, James A. Garfield.
Sympathy—Florence Nightingale, Helen Gould Shepard, Jane Addams.
Earnestness—Robert Emmet, John Hancock, William Lloyd Garrison.
Loyalty to Principle—Grover Cleveland, W. E. Gladstone, John Hay.
Love of Truth—Demosthenes, William Penn, John Adams.
Courtesy—Sir Philip Sidney, George W. Curtis, William McKinley.
Self-Respect—Rutherford B. Hayes, Horace Greeley, Thomas Jefferson.
Unselfishness—John Howard, Clara Barton, Julia C. Lathrop.
Concentration—Sir Isaac Newton, Charles Darwin, Louis Agassiz.
High Ideals—Ralph Waldo Emerson, Longfellow, Henry M. Stanley.
Consecration to Duty—John Eliot, David Livingstone, Father Damien.
Cheerfulness—Oliver Wendell Holmes, John Burroughs, Eugene Field.
Comradeship—J. G. Holland, Mark Twain, James Whitcomb Riley.
Patience—Samuel F. B. Morse, John Milton, Richard Cobden.
Justice—Aristides, Alfred the Great, Marcus Aurelius.
Enthusiasm—James Wolfe, General William Booth, Julia Ward Howe.
Reverence—Edward E. Hale, John Henry Newman, Phillips Brooks.

BIOGRAPHY STUDY

The study of biography can be made very effective by using it as a feature of the morning exercises. Since it adds variety and interest to study the life of a great character on the anniversary of his birth, the teacher should make out each month a list of the famous men and women whose birthdays fall in that month. Then she should select from the list the names of the persons in whom her pupils will be most interested and whose biographies will be most helpful to them. The life of each character selected should be presented by a different pupil on the anniversary of the birth of that character.

Below is given a list of famous January birthdays. Both the teacher and pupils will find it an interesting exercise to prepare similar lists for other school months.

January Birthdays

Anthony Wayne	January	1, 1745
Paul Revere	"	1, 1735
Maria Edgeworth	"	1, 1767
James Wolfe	"	2, 1727
Lucretia Mott	"	3, 1793
Benedict Arnold	"	3, 1740
Tom Thumb (C. H. Stratton).....	"	4, 1836
Stephen Decatur	"	5, 1779
Charles Sumner	"	6, 1811
Joan of Arc.....	"	6, 1411
Millard Fillmore	"	7, 1800
Israel Putnam	"	7, 1718
Lowell Mason	"	8, 1792
Lemuel Shaw	"	9, 1781
Ethan Allen	"	10, 1737
Alexander Hamilton	"	11, 1757
Bayard Taylor	"	11, 1825
John Hancock	"	11, 1737
Samuel Woodworth	"	13, 1785
Salmon P. Chase.....	"	13, 1808
Philip Livingston	"	15, 1716

Benjamin Franklin	“	17, 1706
Daniel Webster	“	18, 1782
Edgar Allan Poe.....	“	19, 1809
Robert E. Lee	“	19, 1807
Richard H. Lee.....	“	20, 1732
John C. Fremont	“	21, 1813
T. J. (Stonewall) Jackson.....	“	21, 1824
Francis Bacon	“	22, 1561
George Gordon, Lord Byron.....	“	22, 1788
William Page	“	23, 1511
R. C. Haydon.....	“	23, 1786
Frederick the Great.....	“	24, 1712
Robert Burns	“	25, 1759
T. N. Talfourd.....	“	26, 1795
Wolfgang Mozart	“	27, 1756
Mathew Carey	“	28, 1760
James Tallmadge	“	28, 1778
Thomas Paine	“	29, 1737
Henry (Light Horse Harry) Lee.....	“	29, 1756
William McKinley	“	29, 1843
Charles Rollins	“	30, 1661
James G. Blaine.....	“	31, 1830
Franz Schubert	“	31, 1797
Ben Jonson	“	31, 1574

COLUMBUS DAY

The crowning achievement of the medieval period, the discovery of America, by Columbus, on October 12, 1492, is an event of such vital importance to Americans that every school should celebrate October 12 with Columbus Day exercises. The program should begin with a salute to the stars and stripes. There are several flag pledges which can be used in connection with the salute. The following is excellent:

I pledge allegiance to my flag, and the republic for which it stands;
one nation indivisible, with liberty and justice for all.

The singing of patriotic songs is an important feature of a Columbus Day program. For another effective exercise, have three of the older pupils work up the life story of Columbus. The full-page Columbus picture in the Graphic Volume of PROGRESS OF

NATIONS will give helpful suggestions for this exercise. One of the pupils may present the story of the boyhood and youth of Columbus, and the other two take up the period of achievement, including his belief that the world is round, his applications for aid, his voyages and discoveries, and his unhappy death.

There are three excellent poems on Columbus, by James Russell Lowell, Joaquin Miller, and Alfred Tennyson. There are also other appropriate recitations that can be found.

A simple dramatization of Columbus at the Court of Ferdinand and Isabella or of his landing on the Island of San Salvador can be worked out by the ingenious teacher. The Columbus and Indian pictures in the Graphic Volume and the color plate of Columbus at the Court of Spain should be consulted.

The room may be decorated with mottoes, flags, red, white and blue bunting, and pictures showing different events in the life of Columbus. The following Perry pictures are recommended:

- Departure of Columbus.....(No. 1323)
- Columbus at the Court of Ferdinand and Isabella..(No. 1327)
- Columbus on the Deck of the *Santa Maria*.....(No. 1328)
- Landing of Columbus.....(No. 1329)
- Statues of Columbus.....(Nos. 1326 and 1269)

PIONEER DAY

The pioneers are the men who have blazed the trail for others to pass over. A pioneer day program affords an excellent opportunity to review the early history of your state or community, and the occasion may also be celebrated as a home-coming day. Invite the early settlers of the locality to take part in the exercises, telling of their pioneer experiences, and showing the progress made since the first days of settlement. Pioneers and sons of pioneers should be asked to speak. The pupils may contribute to the program by preparing papers or talks on the great national pioneers of America, such as Daniel Boone, David Crockett, General Lewis Cass, and the heroes of the Lewis and Clark Expedition. Old-fashioned songs, like *Auld Lang Syne* and *Home, Sweet Home*, will be appropriate. The decorations should be suggestive of the agricultural products and industries of the community, and on the walls there should be pictures of men and women who have contributed to the upbuilding of the community.

HALLOWE'EN

The night of Hallowe'en is an excellent occasion on which to have an entertainment to raise funds for a school library. The evening may be made a combination of harvest festival, school exhibit, social, and auction of lunch boxes. The date of the celebration, October 31, toward the close of the harvest season, suggests that brightly-colored leaves and berries from the autumn woods, corn and other grains, nuts and rosy apples may be used to decorate the room. The time-honored Jack o' Lantern must not be forgotten, and candle-holders made of carrots, turnips or potatoes, with yellow paper shades, are very effective. Figures of cats, witches, brownies, elves, and fairies, cut out of black and yellow paper, are also picturesque Hallowe'en decorations.

The teacher should take advantage of an occasion like this, when there is certain to be a good representation of school patrons, to exhibit specimens of the work being done by the pupils; that is, examples of their composition work, drawing, clay modeling, etc. Remember that the live, successful teacher is the one who is asked to return the next year *at an increased salary*.

Among the important social features of the evening are booths for fairies, witches and gypsy fortune-tellers. The fairies may sell candies, Hallowe'en favors, and votes, one cent each, for the most popular girl and the homeliest man. Award a cake to the winner in the popular-girl contest, and a pair of socks to the homeliest man. Fortune-telling by the witches and gypsies is sure to create much merriment. Charge a small sum for each fortune told.

Between the social hour and the auction of lunch boxes there may be a short program of Hallowe'en recitations and songs. Be sure to select the wit of the neighborhood for your auctioneer.

THANKSGIVING

Schools having a large number of pupils can celebrate our earliest national festival in no more delightful way than by giving in the form of a play the story of Hiawatha or the Courtship of Miles Standish, or by acting out some other episodes in the life of the Pilgrim Fathers. The story of the Thanksgiving festival may also be presented effectively in a series of tableaux. Thanksgiving Day, however, can be observed in every school, regardless of its size. One of the best

ways of impressing the pupils with the historic development of Thanksgiving, and of showing its significance as an American festival, is to have the story presented by several of the older pupils in the following manner:

Make an outline showing the development of the Thanksgiving festival, and assign to different pupils the topics included in it. The outline will be somewhat like the one given below:

I. The Pilgrims.

A. Their persecution in England and emigration to Holland.

Why they would not stay in Holland.

B. Voyage of the *Mayflower* and the landing on Plymouth Rock.

C. Life in America: Homes, food, starving time, first planting and harvest.

D. Their first Thanksgiving. Their guests, the Indians.

II. The Thanksgiving festivals during the Revolution. Washington's Thanksgiving Proclamation of 1789.

III. The crusade of Mrs. Sarah Hale, the "mother of Thanksgiving."

How she persuaded President Lincoln to appoint the last Thursday in November as a day of national rejoicing.

IV. What Thanksgiving means today.

The program should be varied by songs and recitations. Mrs. Felicia D. Heman's *Landing of the Pilgrims* and Longfellow's *The Ship of State* are especially appropriate recitations.

The room may be decorated with flags, bunting, and festoons of leaves, nuts, grains and fruit, tied with red, white and blue ribbon or strips of tissue paper. Collections of Indian and colonial relics are also effective. There is hardly a community that cannot furnish a spinning-wheel or old-fashioned pieces of furniture, and Indian moccasins, arrow-heads, bows, snowshoes, etc. Pictures suggestive of Thanksgiving should also be hung, including flag-draped portraits of the President and Governor.

CHRISTMAS

It is never difficult to obtain songs, recitations and drills appropriate for a Christmas entertainment, but the teacher can introduce an element of variety by arranging an exercise showing how Christmas is celebrated in other lands. This exercise can be made very interesting and instructive, especially if the children taking part dress in costume. The pupils will also enjoy acting out some of the episodes in Dickens' *Christmas Carol*. The Christmas greens, the holly and the mistletoe, make beautiful decorations. Christmas mottoes, made by the children, may be used. One of the most delightful of Christmas celebrations is an entertainment on Christmas Eve, to which all the school patrons are invited. This can be made a neighborhood social. Have the pupils set up and arrange the tree, and decorate the room. They should also be encouraged to decorate cards of greeting, book-marks, etc., with drawings or water-color designs, to give to their friends and relatives at the Christmas Eve entertainment.

NEW YEAR'S DAY

The celebration of New Year's Day affords an exceptional opportunity for an inspirational program. The first day of a new year suggests new opportunities and new hopes, and the teacher should arrange a program that will impress the pupils with the importance of making the coming year the best thus far in their lives.

The room may be decorated with evergreen, the foliage of winter, and pictures of winter scenes will also be appropriate. Have the children make calendar designs and mottoes, to be hung on the walls. The entire school should agree upon a resolution for the new year. The letters spelling this resolution may be cut out of paper of different colors and be pasted on a card to be hung in a conspicuous place.

ST. VALENTINE'S DAY

All of the school children look forward to the day on which they may have a Valentine box and send and receive the pretty trifles associated with the occasion. The celebration of Valentine's Day, however, can be made more than an occasion of merriment, for it gives the teacher an opportunity to have the pupils do handwork. The heart-shaped pasteboard box, covered with red paper, should be made by them, and they should also design and construct their own valentines. This affords a valuable exercise as well, in writing and printing. Some of the children will show talent for verse-making.

WASHINGTON AND LINCOLN BIRTHDAY EXERCISES

The program for a Washington's birthday celebration given below may also be used as a model for a Lincoln program. The decorations for both occasions are practically the same. Have the pupils decorate the blackboard with a border of flags, using colored crayons. Show the different flags that have been used in America. (The colored pictures of these flags may be found in any unabridged dictionary. Also see colored flag plate in this volume.) On the wall above them all, drape the stars and stripes. In the centre of the blackboard have a panel drawn, and in it write an appropriate quotation. A picture of Washington or Lincoln, draped with red, white and blue, should occupy a conspicuous place. If possible, procure besides a bust of the hero of the day. Pictures, flags, bunting, evergreen, and potted plants and ferns may also be used as decorations.

Washington Program

1. Salute to the Flag.
2. Patriotic Song.
3. Reading—Why we celebrate Washington's birthday.
4. Stories—The boyhood of Washington, told by several pupils.
5. Tableau—George Washington and the cherry tree.
6. Song.
7. Drill—With hatchets or flags, by boys.
8. Stories—The youth and manhood of Washington.
9. Recitation—Washington's Rules of Conduct, repeated by several pupils, each rising and telling one.
10. Story of Washington as commander-in-chief.
11. Reading—Washington as President.
12. Song.
13. Reading—The character and influence of Washington.
14. Patriotic quotations.
15. Song—America.

Lee's Birthday

South of Mason and Dixon's line the birthday of Robert E. Lee is observed as a general holiday. A school program presenting the life and character of this great general can be worked out by a progressive teacher. The personal character of Lee should be emphasized, as he was a man of lofty ideals and noble conduct.

GETTYSBURG



ADDRESS

*Address delivered at the dedication of the
boundary at Gettysburg.*

Four years and seven years ago our fathers
bravely fought in this country, a new mi-
litan' conscience in liberty, and consecrated
to the proposition that all men are cre-
ated equal.

Now we are engaged in a great civil war,
testing whether that nation, or any nation
so conceived and so dedicated, can long
endure. We are met on a great battle-field
of that war. We have come to dedicate a
portion of that field, as a final resting-
place for those who here gave their lives,
that that nation might live. It is rather
poetical fitting and proper, that in places
so thus

But, in a larger sense, we can not dedi-
cate — we can not consecrate — we can not
dedicate. This ground the brave men die

ing and dead, who struggle here for con-
servation it far above our poor power to con-
secrate. Who would make little more, nor
long remember when we say have, but it can
never forget when they die have do it first
the living, rather, to be consecrated have to
the unfinished work which they, who first
gave have have thus far to nobly answered,
it is rather for us to be have consecrated to
the great task remaining before us — that
from their honored dead we take increased
devotion to that cause for which they gave
the last full measure of devotion — that
we have highly resolve that those dead shall
not have died in vain — that this nation,
under God, shall have a new birth of free-
dom — and that government of the people,
by the people, for the people, shall not pass
away from the earth

After seven minutes.

November 19, 1863.



OPPORTUNITY

Master of human destinies am I!
Fame, love, and fortune on my footsteps wait.
Cities and fields I walk; I penetrate
Deserts and seas remote, and passing by
Hovel and mart and palace—soon or late
I knock unbidden once at every gate!

If sleeping, wake—if feasting, rise before
I turn away. It is the hour of fate,
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,
Condemned to failure, penury, and woe,
Seek me in vain and uselessly implore,
I answer not, and I return no more!

—*John James Ingalls.*

It matters not how strait the gate,
How charged with punishment the scroll;
I am the master of my fate,
I am the captain of my soul.

—*William E. Henley.*

Let us have faith that right makes might, and in that faith let us,
to the end, dare to do our duty as we understand it.

—*Abraham Lincoln.*

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

—*Henry W. Longfellow.*

Knowledge, in truth, is the great sun in the firmament. Life and
power are scattered with all its beams.

—*Daniel Webster.*

PART TWO
Manual of Methods



METHODS IN HISTORY

WITH ESPECIAL REFERENCE TO UNITED STATES HISTORY

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I. Purposes in Teaching History

1. Introduction.—The teacher who views his work intelligently is anxious to justify, to himself if not to others, every part of the course of study and every means that he uses to make his teaching effective. In the case of the “three R’s,” the purposes of which seem to be eminently practical, this justification is comparatively easy; but with history, the case is somewhat different. It is difficult to show that the study of history is directly connected with the business of getting a living. Consequently, he who would explain the value of this subject must deal with purposes that are less tangible or “practical” and more purely intellectual.

2. Imparting Information.—Let us begin with a very evident purpose of teaching history, that of imparting information. We have as our subject matter the most important facts in a country’s career. To know these

is to be "well-informed"—an object worthy the ambition of every boy and girl. Americans esteem themselves an intelligent people, in contrast with the ignorant and consequently the degraded peoples of some other countries. Now, one element in the equipment of an intelligent person is knowledge of his country's history. The public speaker, whether on the platform or in the pulpit, refers to its events to illustrate and enforce the argument he is making. The newspaper contains every day some allusion to American history; writers in magazines and books constantly depend upon it for material. These facts are evidence that intelligent people are universally supposed to possess a fund of information in this field. When boys and girls begin the study of history, therefore, they are entering the company of "the best people"; they are taking a step upward, rising to an equal station with the most intelligent, most esteemed and most influential men and women in all communities.

3. Stimulating Patriotism. — A second reason for teaching the facts of history is to arouse the patriotism of pupils. What is our country? Does it consist solely of the tangible things about us—the land and its people, with all that has been constructed for purposes of business, comfort and pleasure? Or is there in our conception of "the United States," for instance, an intangible element without which these things could never exist—the memory of great trials endured, of great deeds accom-

plished? Love of country and pride in it are aroused not only by the physical possessions that we call ours, but even more by the knowledge that millions before us have labored and sacrificed to make these possible.

There is a kind of false patriotism which spends its force in boasting; which attributes to the United States and its people all that is good and noble and denies to others the same high qualities; which finds our country right in every controversy, or which falls back upon the cry, "my country, right or wrong." Unfortunately, this type of patriotism not infrequently results from the study of history in the common schools. We shall agree, however, that an intelligent study of American history will not yield such results. A full appreciation of our country's history will arouse a deeper feeling of love for it than that which is satisfied by the loud and reckless boast, will reveal both the strength and the weakness of American character, will give to the student that most desirable quality, willingness to learn from the history of other peoples, and will aid him in distinguishing between the false and the true in national policy.

There is a distinction which should be constantly remembered by the teacher and inculcated in the minds of pupils, between what may be designated as "fighting patriotism" and "civic patriotism." Nothing is easier than arousing the martial spirit, the inborn love of fighting, among any people; the pomp and display of armies appeals strongly to all men. It is entirely unnecessary

to expend effort in school in the cultivation of patriotism in this form. But there are overwhelming facts to prove that civic patriotism does not flourish as it should among us. The exercise of this type of patriotism ordinarily calls for little display and brings less honor; it involves inconvenience and sacrifice. We find it among those citizens who are faithful in the discharge of their public duties—in their political parties they work to have good men placed in nomination; at the polls they vote for public and not for private or party interests; when called upon to hold office they are honest and zealous for the public welfare. These patriots do not shirk jury duty; they encourage officers in the enforcement of the law; they support heartily all means of public education and enlightenment.

One of the best means of arousing this high and pure type of patriotism will be found in the teaching of history. Here the pupil may learn what true freedom means and what it has cost; he may come to realize that his life is a part of that great stream of human effort which ever reaches towards better things. Such conceptions will give him the best possible incentive to exert himself, in his daily contact with other citizens, to keep our standards of public life high and to preserve our institutions from corruption.

4. Developing the Mind.—The third purpose in the teaching of history is the development of the mind in certain directions. In this respect history is not different

from other studies. By education the mind acquires strength, agility and breadth. These qualities may be gained out of school, as the ability of many "self-made" men testifies; but most young persons would never acquire them without the aid of the school. The uneducated mind is capable of grasping and holding but few ideas; the study of history gives training in the acquisition of many facts and in the grouping of details into general statements. The man who is uneducated has his mental horizon bounded by the facts of his own and his neighbor's experience; in history he may study the experiences of past generations and thus have his life broadened and enriched by views of other scenes. Here, too, he has opportunity to compare one set of facts with another, and this calls for the exercise of judgment. The man of narrow views lacks the power of critical judgment; he is consequently unable to gain the confidence of his fellows, and he is given no opportunity to assume positions of responsibility in the business world or in social relations. To put the matter in its most general form, the study of history is one means by which the world and humanity are revealed to the young mind.

5. Influencing Reading.—One of the best results of the study of history to the student should be the ability to enjoy the books that tell our country's story. Bright boys and girls need little encouragement to read interesting stories—the great problem is, what shall they read? If the history class can lead them to the best books, it may

avert the disaster that follows when trashy and unclean literature falls within their reach. It is believed that stories of true heroes and heroines and descriptions of noble deeds will appeal more strongly to healthy minds than the accounts of mock heroes and unreal characters that figure in cheap literature.

II. The Use of the Text-Book

6. The Proper Conception of the Text-Book.—There is such a thing as worship of the text-book among teachers, and there is also such a thing as underestimation of its value. The true view lies between these extremes. In the first place, the teacher must recognize the fact that the book is not the history—the history was human experience. Secondly, he must know that the text does not contain all of the story. And, finally, he may discover that some of the things told in the text-book are not true. With these propositions as a basis, the teacher may proceed to use the text as an aid to his pupils in learning some of the facts concerning our past history and in discovering more than it contains concerning these facts. The text-book is most useful because it holds within small compass, where they may be seen at a glance and hence more readily grasped by the mind, groups of important facts. Then, too, the statements of these facts are usually well-organized in paragraphs and chapters; thus the student may easily see their relations and so better comprehend their significance.

Let us cast aside at once the ancient conception that the body of statements contained in the text-book is to be transferred to the pupil's mind by mechanical effort of memory. When the pupil lives through a year on the farm, in the store or in the work-shop, he acquires *a body of information concerning what happened* during that time. Now, such a body of information is precisely what he should obtain from the study of history; only it will come to him in the words of historical writers and of the teacher, instead of through his own experience. Whether the pupil will remember "what happened," that is, the facts of history, will depend primarily upon his interest in them; his interest in the events will depend upon his understanding of them and upon the degree to which they become a part of his mental and emotional experience.

Teachers seldom use the text-book wisely unless they understand the plan and purpose of the author and are familiar with the contents of the books. Every teacher owes it to himself and his class to make a thorough and systematic study of the text he is to use. This study should be from the teacher's point of view, not merely for the purpose of assigning lessons. What does the author consider worthy of the greatest emphasis in history? Following out his idea, has he placed greater stress upon this phase of the subject than the scope of his work will warrant? Compare his book with several others of similar scope on this point. What and where are the weak spots?

Is the work logically arranged? If not, how can the defect be remedied? These and numerous other questions should occur to the teacher in the course of his study. If they can be satisfactorily answered, he will be able to use the text with success.

7. The Natural Sequence in Learning.—We have, therefore, this necessary sequence in the process of acquiring the subject-matter of history: (1) to understand and appreciate what happened; (2) to become interested in it; (3) to remember it. As this is the proper logical order in the learning of history, the teacher's plans must all conform to it if he would be successful.

8. Assignment of the Lesson.—The importance of careful assignment is not generally understood; many teachers do not realize that half the troubles of the recitation can be avoided if the assignment is properly made. This involves (1) a statement showing which are the important and which the unimportant parts of the lesson; (2) a warning concerning the most difficult passages—those to which the pupil should give careful attention; (3) questions about which the pupil is to think when studying his lesson; (4) the suggestion of a plan of organizing the facts of the lesson. Let us illustrate some of these points. The following paragraph may be included in the lesson assigned:

“By the advice of Alexander Hamilton, secretary of the treasury, Congress agreed to assume the debts contracted by the states during the Revolution, and to pay the national debt in full. To provide funds, taxes were levied on imported goods and the distillation of

spirits. A mint and a national bank were established at Philadelphia. By these measures the credit of the government was put upon a firm basis.'

The teacher should warn his class to consider carefully the meaning of the phrase, "assume the debts contracted by the states." Why were they contracted? Why should the national government assume them? Who contracted the national debt? What is the meaning of "distillation"? Do we have such taxes as these today? These measures may be more readily held in mind if pupils are told to make a list of them under the head, *Hamilton's financial measures*.

The class studying this paragraph with such questions in mind is much less apt to memorize words without understanding them than if the questions had not been asked. Furthermore, some of the questions are difficult, and if they are sprung suddenly upon the class they will discourage pupils who are unable to answer offhand. A great advantage will also be gained if, by the daily application of this plan of assignment, the pupils are led to acquire a questioning habit of study. They will then think of more questions for themselves, and if properly encouraged they will add life, interest and great profit to the recitation by asking thoughtful questions.

The assignment of the lesson in the way suggested above takes time, but it is time saved instead of lost. This plan aids in bringing teacher and pupil to a common understanding as to the subject matter to be learned and as to the exact requirements of the recitation.

Much valuable time is wasted in recitation simply because teacher and pupils have not previously agreed upon the relative importance of different parts of the lesson.

9. The Recitation from the Text.—If the lesson has been properly assigned, the character of the recitation has been to a great extent determined. The pupil who has studied his lesson with some of the questions stated above in mind will probably not attempt a parrot-like repetition of the words of the text. If he does, the sooner he is interrupted by the teacher, the better. The teacher's main purpose in the recitation should be to ascertain whether the pupils understand what they are talking about—not, whether they remember. It may be asserted that if sufficient effort has been put forth to fully understand and appreciate the paragraph quoted above, then its principal statements will be remembered. Certainly, to remember without understanding them would be a positive injury to the pupil.

The teacher may ascertain what the pupil knows by either of two methods. He may ask many questions, or he may direct the pupil to "tell about" Hamilton's financial measures. No argument is required to show the superiority of the latter, or topic, form of recitation. If it is the teacher's habit to call for such a recitation, the pupil will prepare for it; that is, he will master the paragraph as a whole, and will expect to make a continuous story of it when he recites.

It should be noted that after a topical recitation has

been concluded the teacher will in most cases find it necessary to ask some pointed questions, in order to assure himself that the pupil understands the bearings of the facts that have been recited. Such questions will be especially necessary if in his recitation the pupil has used the language of the text-book.

When this test of knowledge has been concluded, the interesting and profitable *why* questions will come—the most valuable part of the recitation. Here the pupil's interest may be aroused, boys especially being alert to find reasons for events and to trace results from them. Here, too, the teacher has opportunity to instruct the class upon points not mentioned in the text. He may ask questions concerning matters previously studied that are related to the day's lesson. Finally, he may make reference to conditions existing at the present time that serve to illustrate the statements in the lesson.

It is evident that, pursuing this method, the teacher is not so much *hearing* as *teaching* the lesson. He carefully corrects misconceptions; he asks for the repetition of difficult points by several members of the class; he stimulates thought and interest by the form of his questions, and he brings freshness and reality into the recitation by illustration and amplification of the dry statements of fact in the text-book.

It cannot be too strongly emphasized that the character of the recitation is determined by the method of the teacher in questioning, and this in turn can be deter-

mined by the directions given to pupils when the assignment is made. If the lesson is assigned as "from page 16 to page 22," the pupil has no clew to the demands that will be made upon him in the recitation, except such a guess as his experience will enable him to make. It, on the other hand, he is plainly shown the main features of the task before him, his work will be intelligent and therefore more satisfactory.

10. Study in the Recitation.—To some teachers the opening of a text-book during the recitation seems a desecration. But what is a more sensible or economical method of settling a dispute or clearing up a difficult point? In this way, too, pupils may be shown how they should have studied a lesson over which they have floundered. Resort to this expedient is less apt to be necessary, however, when the lesson has been properly assigned.

III. The Use of Outlines

11. The Relations of Events.—Every person of mature years recognizes that there are in his own life-history certain stages more or less clearly defined. Considering, in turn, infancy, childhood, youth and early manhood or womanhood, he finds that each period is marked by certain dominant influences and motives.

In the same way, the events in the life of a people and the changing influences that prevail over it from time to time enable the student to find the periods or stages of progress in a nation's history. Within any one period

the principal events of national history are closely related—otherwise they would not constitute a period. To learn the history of a period, then, the student must grasp simultaneously (1) the facts concerning its main events and (2) the facts concerning the inter-relations of these events. If he learns merely the first and omits the second, he has acquired a body of facts which may constitute information (more or less useful), but which are not history in a true sense. Moreover, for most students, knowledge concerning the inter-relations of events is of great assistance in the effort to comprehend the truth concerning the events themselves. Persons of strong mechanical memory can readily learn isolated facts and can thus give an appearance of possessing considerable knowledge. But the great majority of students grasp and hold historical information in proportion as they see the relations between its parts.

12. Characteristics of a Good Outline.—We have stated above a simple explanation of the principle upon which the history is divided into periods; and it is upon the basis of this principle that the construction of outlines must proceed. Enough has been said to render tolerably clear the following propositions:

1. No outline can be properly made until we see the relations of the facts that are involved.

2. The completed outline should aid in the grasping of these relations; but the outline should be the result and not the source of this knowledge.

3. It follows, therefore, that an outline serves its best use *while it is being made*.

4. The outline is an aid to memory and is helpful in reviews; but if it is memorized without being first understood the result is positively harmful to the student. He has acquired nothing that is of value, and may deceive both himself and the teacher as to the extent of his real knowledge.

13. Typical Outlines. — (1) A good example of an outline based upon chronological order is found in a simple list of explorers. The outline that follows presents not only the chronological list, but also a subdivision into groups according to nationality.

	SPANISH	ENGLISH	FRENCH
1500	Columbus 1492 :	Cabot 1497	
1550	1502 De Leon 1513 Balboa Cortez 1520 Magellan De Soto 1540 Coronado		Verrazano 1524 Cartier 1534
1600	Menendez 1565 St. Augustine, Fla.	Hawkins 1560 Probisher 1576 Drake 1577 Gilbert's and 1578 : Raleigh's colonies : 1591 1590	Huguenot colonies
1650		Jamestown, Va. 1607	Champlain 1603 Quebec 1608 : Nicolet 1634 1635
1700			Marquette and Joliet 1673 La Salle 1679 : 1681

Another feature of this outline is the exact division of the space according to half-centuries. This enables pupils to grasp certain relations that could not be made visible to the eye in any other arrangement. In the Spanish column, for instance, it shows an apparent cessation of exploring activity after the date 1565. In the English column it reveals the long period (sixty years or more) of inactivity in American exploration. Again, in the French column, there is a gap of a like number of years at a different time. The outline should be of distinct assistance in impressing upon pupils' minds the dates when these explorers did their work. Drake's voyages are plainly seen to have been made three-quarters of a century after the time of Cabot's voyage. It may be truly said that this fact is of little importance unless a reason for it can be found. Here, then, may be displayed one of the chief purposes of history teaching. Will the making of this outline showing the gap in the history of English exploration arouse the pupil's curiosity? Will he be impelled to ask questions concerning the reasons involved? Will the teacher join with the class in searching for an explanation?

The form of chart under discussion aids in impressing the idea that two or more series of events happened during the same period of time, instead of in chronological succession. The text-book discussion treats events according to their logical grouping rather than according to the strict chronological order of their occurrence. Thus,

pupils are apt to get the idea that after all the thirteen English colonies had been settled the French began their explorations. The outline given above will show that Champlain and John Smith were contemporaneous; that while the former was searching for a way to the Pacific along the waterways of Canada, the latter was pushing up the streams of Virginia intent upon the same discovery. An addition to the chart would make it include the name of Henry Hudson, whose voyage up the Hudson River was impelled by the same motive and occurred at the same time.

(2) Another form of outline, ignoring chronology entirely and presenting merely a comparison of conditions that existed at a certain time, is illustrated below. In this classification of the English colonies, we compare the types of colonial government existing in the year 1760.

FORM OF GOVERNMENT	GOVERNOR	ASSEMBLY
1. Royal—New Hampshire, New York, New Jersey, Massachusetts, Virginia, North Carolina, South Carolina, Georgia.	Appointed by the king.	Elected by the people.
2. Proprietary—Pennsylvania, Delaware, Maryland.	Appointed by the proprietor.	Elected by the people.
3. Republican—Rhode Island, Connecticut.	Elected by the people.	Elected by the people.

This outline will be made by pupils after a study of the colonies separately. It shows the important points of difference and the striking point of similarity in their governments.

(3) A third type of outline is intended to show, by grouping certain facts together, how an idea or an institution has developed. The progress of the spirit of union during the Revolutionary period may be outlined in this form:

1. The Albany Congress, 1754.
2. The Stamp Act Congress, 1765.
3. Non-importation agreements, 1767.
4. Committees of Correspondence, 1772-1773.
5. First Continental Congress, 1774.
6. Second Continental Congress, 1775-1781.
7. Articles of Confederation, 1781-1789.
8. The Constitution, 1789.

Of course, this outline is a mere skeleton, containing but a few of the items that might be included under this head. Its purpose is to emphasize the inter-relations that exist between certain events. It is one of the most important facts in American history that the establishment of a single strong central government was the result of a gradual process that included many painful steps. The history of the adoption of the Constitution loses all its significance if this fact is neglected.

(4) The recurrence of a fundamental idea in different forms or under different conditions may frequently be shown in an outline, with great profit to the pupil. For instance, the grouping of Daniel Boone with Lewis and Clark displays the process of pioneer discovery more clearly than if these explorers were treated without reference to each other. Likewise, the military expedition of George Rogers Clark may be grouped with that of

Fremont as fundamentally similar. The following events also belong logically together:

1. Virginia and Kentucky Resolutions, 1798.
2. Hartford Convention, 1814.
3. South Carolina Nullification Act, 1832.
4. Acts of Secession, 1860-1861.

In the history of the westward movement of population the following topics stand in close logical relation:

1. The Cumberland Road.
2. The steamboat.
3. The Erie Canal.
4. Railroad extension.

14. The Time for Making Outlines.—The teacher should employ outlines whenever they will be useful. In most cases, an outline is best made *during the recitation*, when, with crayon in hand, the teacher leads the class to work out the sub-heads step by step. The process of constructing an outline may last but a few minutes, or it may occupy the recitations of several days; but in every case it should be a product, in large part, of the student's activity in thinking upon the relations of the facts studied in one or more lessons. When the result is a genuine achievement of the class, it possesses much more value and excites much more interest than if it were given bodily to the class by the teacher. In fact, the latter practice would be useless, or even harmful. The opposite extreme in method, that of asking pupils to work out their outlines entirely unaided, would in most cases discourage them with the difficulty of the task.

15. Conclusion.—It cannot be too strongly emphasized, in conclusion, that information concerning events in history is not adequate knowledge of history; comprehension of the relations existing between events is essential. The outline is an aid in the grasping of these interrelations; it is to be used, not as an end in itself, but as a means towards the comprehension and memorizing of the facts of history.

IV. Reviews

16. An Aid to Memory.—As the work in the construction of outlines aims principally to assist pupils in understanding history, so review exercises are mainly intended to aid in the memorizing of facts. Yet both objects should be held in mind in both kinds of work; for the outline presents the subject matter in a form that is more readily memorized, and much of the effort in review should be directed towards testing the pupil's grasp, rather than merely his remembrance, of the facts. The latter point is seen to be especially important when we recall the principles already insisted upon—that memory is based chiefly upon understanding, and that the practice of memorizing facts before they are understood should be discouraged as a thoroughly harmful one. Consequently, no review exercise should degenerate into a mere memory test. The students who readily memorize subject matter which they comprehend only superficially should not be given the opportunity to outshine their fellows, who, with less active memories, are yet more deserving.

17. A Test of Knowledge.—The best way in which to test whether a student's knowledge is vital rather than superficial is to ask him to make new combinations of the facts that he has learned. An extremely simple illustration of this device is the following: Pupils are required to learn the names of the presidents in their proper order, as they pass through the history of the administrations. In review, they should not only be expected to repeat this list, but they should also be asked such questions as these: Who was president before Jackson? Who after Madison? Who followed Pierce?—the questions coming rapidly and in any order. Again, by requiring pupils in review to make a comparison, their real grasp of the facts will be revealed. For example, the principles held by the first Republican party during Washington's administration may be compared with those upon which their measures were based during the administrations of Madison and Monroe. Causal relations should be the subject of review quite as frequently as mere lists of events and their dates. Of such a nature are the following: Why did the British evacuate Boston in 1776? What event led to the passing of the retaliatory or intolerable acts by Parliament in 1774? Why did France aid the United States during the Revolution?

18. Typical Reviews.—The several types of review exercises that follow should be employed at different times, as each has certain points of excellence.

(1) Almost every recitation should open with a five or ten minute exercise in which the teacher gives a rapid fire of short, sharp questions. Many of these may be answered by one word, such as a date, a name or a brief sentence. For example, in studying the Civil War period, these may be review questions: When was Lincoln elected? What was his party? When was this party organized? What was its leading principle? Who was its first presidential candidate? Was he elected? A moment's hesitation in answering any of these questions should count as a failure and the question should be passed on immediately. Such a quiz should cover especially the last few lessons, but it may be extended to the more prominent facts of the entire period previously studied. The class should be thoroughly awake and attentive as a result of this brief review.

(2) In connection with the discussion of many topics there may be review questions based upon events of a similar nature that have been studied previously. When the acquisition of Mexican territory is under discussion, the earlier annexations may well be reviewed very briefly. When the story of Gettysburg has been told, ask for facts about Lee's first invasion of the north and its result. When secession is being considered, these questions may be asked: Had South Carolina shown a rebellious spirit before? When? Over what questions? Who was president then? Compare the

attitude of Jackson on that occasion with that of Buchanan in 1860-1861. In many cases the events to be reviewed in this way have a direct causal connection with the one immediately under discussion.

(3) As far as possible, the topic should be regarded as the unit in history work. It is evident that some topics involve a greater element of reasoning and require more careful thought and statement than others which may be held in mind by sheer force of memory. It will soon be discovered that the latter topics are more readily reviewed than the former, because they are generally capable of clear, brief statement. When, however, a topic that involves the relations of many facts has once been thrown into the form of an outline, we have something which can be reviewed without great thought or laborious statement. The black-board review of outlines, such as those developed in the preceding chapter, should therefore be a prominent feature of all class work. Almost every day a few pupils should be sent to the black-board and assigned the task of writing these outlines from memory while the rest of the class recite the advance lesson. When the outlines are finished, they should be read and discussed by the class.

(4) When any considerable number of students find some portion of the subject matter especially difficult, this may be announced as a "review topic." A list of these review topics should be kept, and each should be carefully written up in the pupils' note-books after

it has been thoroughly discussed. Then let it be understood that at any time the teacher may call for a written recitation upon one or more of these topics.

An example of the last form of topic may be found in the causes and results of tobacco culture in colonial Virginia. This matter is seldom treated fully in texts, and it consequently gives excellent opportunity for the independent exercise of the students' reasoning powers. Among the reasons why tobacco culture came to be the one great industry of Virginia may be cited the following:

a. Climate. *b.* The nature of the soil. *c.* The waterways, giving easy access to the new lands of the interior. *d.* Cheap labor—indentured servants and slaves. *e.* The great demand for tobacco in Europe and the consequent high prices.

More or less directly resulting from this industry were the following conditions:

a. The large plantation system. *b.* The absence of cities. *c.* The growth of the planter class, an aristocracy. *d.* The increase of slavery.

When such a topic has once been fully worked out in class, it should be reviewed on the following day, and upon occasions thereafter, by having the outline placed upon the black-board.

(5) Drill exercises should form a part of the review work of history classes, **though** they will not be so prominent in this as in some other subjects. The names of places or events, with the dates associated with them, form the

most convenient source of drill exercises. Sometimes a succession of dates marking the occurrence of important events may be similarly treated. For example, the dates 1765, 1766, 1767, 1768, 1770, 1773, 1774, may each stand for an important phase of the pre-Revolutionary discussion.

19. Dates.—Probably no question in the teaching of history has been more discussed than this: How many dates should pupils be required to learn? Yet, of itself, this question has little importance, and the more thoroughly the teacher enters into the spirit and method of true history teaching, the less important it becomes in his mind. A good teacher throws his entire energy into the work of interesting his pupils and aiding them to understand what they are studying; he is not so anxious how much they will *remember* as how much they will *know* of the subject. He is certain, moreover, that if his pupils do understand and become interested, they will remember the important events with the proper dates. It would certainly be of no use for the pupil to remember any other dates than these.

The question of dates, then, becomes subordinate, and to a great degree it takes care of itself. Every intelligent teacher will be glad to have every other teacher of history decide the matter for himself.

V. The Use of Supplementary Reading

20. Utility of Supplementary Reading.—Within recent years a new element has been made prominent in history

courses—so prominent that wide-awake and progressive teachers find it necessary to recognize its utility and value. This is the use by both teacher and pupil of other books besides the text.

The first reason for the use of supplementary materials is that the text-book is only a summary, or outline, of events. Now, the account of any occurrence in our own time and neighborhood is considered satisfactory in proportion as its details are given. How irritating it is when the bearer of interesting news either cannot or will not tell all of the story—precisely how, when and where the incident occurred, who were the persons concerned, what each one said, how certain ones were dressed, etc., etc. This hunger for details is easily explained; we desire to form a mental picture, and details are necessary to make the picture vivid and complete.

We shall agree, then, that in learning history we endeavor to reproduce the scenes of past times with the greatest degree of accuracy. It follows, therefore, that much of the study of history from text-books is not the learning of history at all, but rather the memorizing of words and phrases. Here lies one explanation for the lack of interest found in so many history classes; for most pupils the learning of detached formulas is not an attractive task.

Supplementary books aid in the reproduction of historical scenes, (1) when they describe the appearance and the personality of the actors, (2) when they picture the

places where events occurred and (3) when they furnish explanation for the motives of historical characters and show in detail the results of events. The majority of pupils who cannot "remember" history have never had clear mental pictures of the events. Supplementary reading, by supplying the materials that are necessary to arouse interest, gives, at the same time, the best stimulus to memory.

The benefits derived from the use of supplementary books are not confined to the years of school life. The training which is thus given to the historical imagination bears fruit in mature years, when busy men and women find pleasure and relief in the continued reading of historical literature. Few acquire the taste for such reading who have not begun it in early years, and few possess it as a result of the study of text-books alone.

21. Essentials in Supplementary Reading.—(1) First, get the books. If the law authorizes their purchase, the school authorities must be induced to expend the money. The teacher's personal responsibility at this point should not be overlooked.

(2) Get the right books. In selecting books the teacher should depend upon his own knowledge of their adaptability to his class and upon the advice of competent judges. The purchase of books merely from their titles is quite certain to result in disappointment. The only legitimate test for a book intended for the school library is, Can the pupils profitably use it? This involves a con-

sideration of its contents as well as its expense; but it may be safely asserted that usually the supplementary history books which pupils will use most freely are quite inexpensive.

(3) The teacher himself must be an appreciative reader of the books. This will enable him to teach pupils how to handle a book and how to find in it, by means of the index and table of contents, certain passages or parts of the story. The teacher's familiarity with books will aid pupils in overcoming any reluctance in their use. Many students whose home environment has not been favorable will need the stimulus of example before they will freely handle books and readily find in them the desired information. More than this, the example set when the teacher brings to the class the results of his own reading is of first importance. He may then show how his knowledge has been made vital, how his interest has been quickened and his pleasure heightened, by this work with supplementary books. If, by telling the class what he has read, he arouses their desire to secure the same results, he has furnished the proper basis for supplementary reading.

(4) The teacher should not rely solely upon example but should employ every aid possible to assist pupils in the use of books. Beginners in history need something more than a mere direction to "find the books," or even to find a particular book, upon some topic. They can be greatly helped by exact page references to the passages which the teacher knows to be valuable. The teacher

who can find time to give even a few books such close examination as to select valuable portions in this way, will be repaid by better results when pupils report upon their reading in the recitation.

(5) The teacher should remember that pupils differ greatly in their desire and their ability to use books. Some, whose home training and natural aptitudes lead them in the right direction, need no inducement and little guidance. Others must be interested and carefully directed; these are the students who most need the reading and for whom the training it gives will be most beneficial. In assigning particular references to these pupils, the teacher should aim to have the character of the book and the topic suited to the individual who is to use it. Much discouragement may otherwise be the result.

(6) While at times it may be the best policy simply to place a book in the hands of the student, trusting that its inherent attractiveness will arouse his interest, and expecting no other result, yet, as a rule, the teacher should expect some definite report upon the pupil's reading. The students who take readily to this work will be quite as anxious to tell what they have read as they were to find it. Their reports will be given voluntarily. Other students will need to be reminded that the results of the reading should appear in class, and it may even be necessary to show them beforehand exactly what facts should be recited. In either case, the teacher should assure himself that not only the pupil who reports, but also the

other members of the class, acquire a clear and definite addition to their stock of information. A careless or muddled report from supplementary reading may bring confusion of mind to the entire class. Students should be directed to find in their reading not merely a confirmation of what they already know, but, particularly, new facts and those that help explain the events of history. Their natural curiosity should be constantly stimulated by questions and by hints of possible interesting discoveries; then their attitude of mind towards the matter they read will be that of the investigator who is searching for new light, and this will be the best guarantee of a good report to the class.

22. Conclusion. ---- The up-to-date teacher looks upon the library as an essential part of the school; he finds that the use of books is of such utility to the student that he is not willing to dispense with them. If the library does not contain certain books that are much desired, his own meager earnings may furnish them; for he realizes that the lifeblood of his subject flows through these books, while the text alone can furnish to his pupils but the dry bones of information.

VI. Teaching Cause and Effect

23. Why Causes and Effects should be Considered.

—We take it for granted that behind every act of our neighbors there is an adequate reason—whether we think it a good reason or not—and the passing of judgment upon

their behavior is a source of no little satisfaction to us. Such being the natural tendency of the human mind, is it not strange that the actions of men who lived in other times are often studied with little or no reference to their reasonableness? As in the previous chapter we noted the natural human demand for vivid details, so now we find a similar natural demand for reasons.

The omission of the element of cause and effect in the study of history is one explanation of its lack of attractiveness, especially for boys. There is no kind of questions which will make the boy nature respond so quickly as this: "Why do you suppose they did that?" The boy, with his lower power of mechanical memory, depends, more than the girl does, upon his ability to see the reasons for events. In fact, it is quite impossible in most cases to arouse his interest if this phase of history is neglected.

24. Illustrations of Causes and Effects.—1. **EXPLORATION.**—In the history of early American exploration the reasons why certain men made their voyages, or the reasons why they explored where they did, are not made sufficiently prominent in most text-books.

Take, for example, Drake, who "sailed around the world." (a) The statement of his main motive, the plundering of Spanish vessels, in itself needs explanation. Why should he do this? Were England and Spain at war? Not openly. Then, why were they enemies? Chiefly for a reason which in this day we find it hard to realize, namely, they differed in religion. (b) Drake's

voyage along the western coast of South America has a simple explanation; there, distant from the center of Spanish activity and hence safe from the attacks of Spanish vessels, he might peacefully rob the rich treasure ships that sailed from Peru to the Isthmus of Panama.

(c) But why, having completed his work, did he sail as far north as California? Simply because he hoped to find a way home around the northern end of North America and thus to avoid his Spanish enemies, who, he knew, must by this time be lying in wait for him along the route by which he came. (d) Why, then, did he sail around the globe? Because of his discouragement in not finding the northern route for which he was searching, and his belief that this would be the safest way to England.

So, for every explorer we might find, by studying far enough, the reasons, simple or complex, for his particular achievements.

2. NAVIGATION ACTS. — Pupils are accustomed to learn the principal provisions of the Navigation Acts without inquiring into the exact reasons for their enactment; often, indeed, they are allowed to assume that these acts were wholly detrimental to colonial interests, without inquiry as to their precise effects.

Take, for example, the requirement that colonial trade with foreign countries should be carried on in English or colonial vessels. Only when we realize that this law was a blow struck at the Dutch ship-owners and mer-

chants do we find a sufficient motive for it. The Dutch, the greatest maritime nation of Europe at the middle of the seventeenth century, were rivals of the English, and the latter determined to get this profitable business away from them. Notice, however, that colonial vessels were allowed to engage in this trade—a provision distinctly advantageous to New England, where it had a stimulating effect upon the industries of ship-building and commerce.

If students are given but a few of the facts involved in such matters, they may reason out for themselves the correct conclusions. For example: Who would be benefited by that provision of the Navigation Acts under which colonial tobacco, rice and indigo must be shipped to England only? What effect would the enforcement of this law have upon the colonial producers? Reason similarly concerning the law requiring that all foreign productions should come to the colonies through English ports.

The teacher should clearly realize that the value of knowing about the Navigation Acts consists chiefly in the student's being able to understand just why they were enacted and just how they affected the different parties concerned. If these matters are neglected, there is little profit in studying the topic at all.

3. THE RETALIATORY ACTS OF 1774.—Another example, taken from the same period of history, will serve further to illustrate how the chief point of an event con-

sists in seeing the reason for it and its results. We learn that one of the "retaliatory" or "intolerable" acts of 1774 "closed the port of Boston"; often students are allowed to repeat that phrase glibly in recitation without being questioned as to its meaning or the consequences that followed it. If no ships could enter or leave Boston harbor who would be affected? The merchants of the city? Certainly; for, if they could not import or export goods, their profits would cease. The ship-owners? Yes, for they could earn no freight. The sailors and the dockhands? Yes, for they could earn no wages. The people of Boston in general? Certainly; they would in that case have to pay higher prices as the supply of some commodities became limited. Thus it was that the British government undertook to punish the city of Boston. But it is impossible for the student to grasp the point or to make the text-book statement anything more than a phrase, unless he sees in imagination all the consequences which have just been mentioned and realizes their effect upon the people of Boston.

25. Deceptive Reasoning.—Very often pupils are allowed to deceive themselves into thinking that they know causes and effects when they do not, being unable to trace the links that connect either of these to the event. In the last illustration, a pupil may speak of the "Boston Port Bill" as a "punishment," and yet he may be unable to show exactly how it was a punishment. In this case, the history lesson has wrought upon his mind a distinct

injury. He is acquiring a loose habit of thinking; he is being trained in self-deception, and, if he realizes his lack of understanding, he plays the hypocrite. Is it strange that after "education" of this type he falls victim in later life to patent medicine quacks, religious fads, financial crazes and weather prediction nonsense? The school, instead of teaching him to reason from cause to effect, has taught him to accept statements on authority and without questioning.

A very common illustration of this point is found in the statement that "the invention of the cotton-gin caused an increase of slavery." How many students are called upon to trace out carefully the steps that lie hidden between the event and its ultimate effect?

26. A Restriction.—At this point it may be well to raise the question, Should students be asked to learn about any important event for the occurrence of which no reason is assigned, or for which no reason can be given that is within their power to comprehend? We are inclined to answer this question in the negative. This does not imply that pupils in elementary classes will understand, the first time they study it, all the causes of an event or even the most important causes in their fulness. But we do maintain that to learn such a statement as "The United States purchased Louisiana in 1803" and to leave the topic without any reason having been given for this great event, is not only a profitless but a harmful exercise. It requires a mind of extraordinary strength to

survive this kind of treatment. Again, shall the pupil learn that in 1823 President Monroe proclaimed the famous "Monroe doctrine," without being given some facts concerning the conditions that seemed to make the announcement necessary? If he is incapable of grasping the causes of this event, is it not too early in his progress for him to deal with the event at all?

27. History, a Series of Problems.—It is quite a false view to regard history as a "memory study" and to place it in contrast with arithmetic, which is supposed to require more "reasoning." It is quite as necessary to reason as to remember in the study of history. In fact, properly considered, history is a series of problems.

America is to be discovered—by what process shall this be done? It is to be explored—who shall undertake the work and what regions shall they visit? Such are the initial problems in American history, and these are followed by a greater one. Here, in the new world, is virgin soil fit to be the home of great peoples. What traditions of society and government shall be planted here?

Other great problems in American colonial history are these:

(1) What were the forces at work to separate some of the English colonies from the mother country, while others remained loyal to the home government and were among its ardent supporters?

(2) When the independence of the thirteen colonies was secured, did this necessarily involve their union under

one government; or would not the previous experience of mankind lead us to expect the formation of several rival nations? The fact that we have here real, rather than fanciful, problems, may be impressed if we ask, How would French domination in America have changed its history? How would we be governed today if we were under English rule? What would have been the results had there been formed three independent nations instead of one?

Of course, these questions cannot be definitely answered. We shall never know what "might have been." But their consideration can aid us in realizing that what did happen in such a case was only one of several possibilities which might affect the character of our nation.

VII. Interpreting History by Experience

28. Experience an Aid in Interpretation.—It has doubtless become apparent in the course of this discussion that there is a close connection between the finding of causes and results and the use of supplementary books in history. For, to understand the causes and the results of a historical event we must know its details, and only the books can supply them. By the side of this important fact should stand another of equal consequence, namely, the understanding of many topics depends not only upon the detailed facts that can be learned from books, but also upon the fund of experience that may be in the possession of the learner.

Let us illustrate this point. The text-book tells how, before the American Revolution, colonial officials endeavored to enforce the Navigation Acts by the use of "Writs of Assistance." These writs authorized officers to search houses for smuggled goods. Now, what was the precise ground of opposition to the use of these writs? Was it that the concealment of goods held in violation of the law should not be a subject of investigation, and that in such investigation the officers might not search private houses? If the student's experience extends widely enough, he has personal knowledge of officers doing now, under the authority of "search-warrants," the very thing complained of by the colonists. The opposition of the colonists lay, then, in the difference between the two writs mentioned. This point can only be made clear by an examination of the language of the two warrants; the writ of assistance did not contain the exact description of the place to be searched or of the goods to be seized. The teacher should have a blank form of search-warrant to display in class, as a tangible backing for the true understanding of the topic, and he should complete the explanation by reference to Amendment IV of the United States Constitution and to the parallel clause of the state constitution.

Another topic, more difficult than the one last discussed, is that of the United States Bank. Pupils may learn, more or less readily, the text-book account of this institution in either of its terms of existence; but their

comprehension of it will depend upon the extent to which their experience has brought them into contact with actual things of the same nature as those discussed. For instance, the bank was "chartered," having a "capital" of so many dollars, with "directors," some of whom represented the United States government. Is there within the range of the pupil's observation a corporation which will furnish the necessary illustrative material upon which an understanding of these technical terms may be based? If not, the attempt to learn and use the terms is quite futile. If pupils have some acquaintance with the workings of a bank, they may readily comprehend other terms used in this discussion, "deposits," "circulation," "redemption," etc. If their previous experience gives them no grasp of these terms, the pupils should be assisted by the teacher and encouraged to gain information from parents and friends who are familiar with ordinary banking operations.

Closely related to this topic and requiring similar treatment is our currency. But few pupils know the difference between a "greenback," a "silver certificate" and a "gold certificate;" or the difference between United States treasury notes and national bank notes. The teacher who instructs topically will show when the class is studying the United States Bank, the relation of that bank to the money system of its day, and will show also how, as the bank led to the sub-treasury plan, so the treasury in time came back to a closer touch with the people, and lent its aid

to local banks in issuing currency, and in so doing placed that currency on a par with that issued by the government. With a mature class the revenue feature of the national bank plan can also be discussed, if the teacher deems it advisable.

29. Immature Pupils.—If the point here made is a legitimate one, it follows that such a subject as the United States Bank should not be studied by pupils who are too immature to have some real grasp of the business of banking. Time spent upon a subject that is beyond the range of their experience had much better be spent upon clarifying and supplementing some of the simpler topics in American history. Students will enjoy and profit by this study in proportion as they find themselves dealing with realities, instead of with abstractions and mysteries.

30. Events of Today.—Following the principle last stated, it becomes the teacher's duty to tie the subjects treated in the history lesson, wherever possible, to the world of today. Is the tariff of 1816 or that of 1832 under discussion? Then it is not only appropriate, but essential, if the element of reality is to be prominent in the history class, to ask, Have we duties on imported goods today? On what goods? Why? How are duties collected? Who pays them? Do these duties affect us in any way? What tariff law is in effect today? Is it a revenue tariff solely or a protective tariff? In what year was the present law passed?

The "Whisky Insurrection" of 1794 will be a far-away topic and may have no real connection with the student's life and experience unless we ask, Are internal revenue taxes collected today? Upon what goods? By whom? Who has seen the revenue stamps? Do people today object to the payment of the tax?

The paper money of the Revolutionary War and that of Civil War times finds ample illustration in the actual paper money of today, which may be brought into class to have its language read and explained. The Stamp Act of 1765 cannot be adequately treated without mention of the Stamp Act of 1898.

The story of Magellan's discovery of the Philippine Islands should bring out the question, Who owns those islands today? The Spanish-American people of Mexico and South America, the French people of Canada and the French names upon our maps should all serve as connecting links between the past and the present. The mind must have a roadway upon which to travel back to the past; and the only path is that supplied by present knowledge and by accumulated experience. If, then, history is studied as detached or isolated from the world of actual knowledge and experience, it is words and not realities that are being learned, and the study is unprofitable.

31. Pictures and Material Objects.—The wide-awake teacher is ever on the lookout for pictures and tangible objects with which to increase the pupils' fund of knowl-

edge and experience. An old spinning-wheel serves to vivify colonial history. Old coins aid pupils in realizing that mysterious past of which their dates speak. Indian relics are valuable, and old newspapers grow more precious every year. All of these and many more objects may serve to equip a little historical museum which will grow in the school with astonishing rapidity when once started. Civil War veterans will add their loans and contributions of bullets, "shinplasters" and paper cartridges. All of these things aid in that resurrection of the past which we call the study of history.

VIII. Training the Judgment

32. An Aid to Judgment.—It is not necessary, after traversing the ground of the previous chapters, to demonstrate the fact that the study of history calls for the exercise of judgment. It is not sufficiently recognized by teachers, however, that judgment depends in large measure upon the ability to imagine. Since it is through imagination that we see clearly the events of the past, and since this clear vision depends upon a knowledge of details, we may therefore conclude that any judgment to be worthy of the name must be preceded by an adequate presentation of the topic in hand. Snap judgments and those based upon insufficient data are not only valueless, but harmful. Historical study should do nothing to strengthen the tendency of man to judge prematurely, but should rather stimulate the spirit of inves-

tigation, without which no basis for judgment can be secured.

In calling for judgments from the history class, the teacher should be careful (1) to present adequate grounds upon which to base an opinion, and (2) to avoid being arbitrary, rather allowing for that difference of opinion which is inevitable among people who really think. Originality of view on the part of any pupil is admirable, provided it be sane and backed by sound reasons.

33. Causes and Results.—Judgment is called for in the search for causes and results. There must be a fitness and consistency existing between the fact which we are learning and its antecedents and consequences. The sequence of events is rational, because we are studying the history of rational beings, and not that of the insane, whose actions bear towards each other no such relation. The young mind, prone to wander and to leave gaps in its logical processes where there should be none, is greatly benefited by tracing carefully this sequence of cause and effect. If, however, as previously pointed out, the authority of teacher or text-book is substituted for this careful tracing of relations, there is no training of judgment, but, rather, the fostering of wrong mental habits. The student who learns the statement that "The Erie Canal caused New York City to grow in population" will derive no benefit from his knowledge unless he actually traces out the chain of causation. One of the greatest sources of error in human judgment consists in assuming that

because one event followed another it was therefore the result of the first. If the history class can do anything towards breaking down the tendency to frame these loose judgments, it will be doing a great service to students.

Attention has been called to the fact that in the study of history there is nearly, if not quite, as much call for the exercise of reasoning as in the study of mathematics. We may go farther and say that the former subject gives opportunity for the exercise of a much more valuable type of judgment than does the latter. In mathematical studies we deal with causes that are known perfectly, and we have results that are either absolutely right or absolutely wrong. The results are inevitable, too; we cannot imagine any other result for the problem presented than the one that is right. Now, in actual life, as we deal with our fellow human beings and mingle in society, there are few absolute relations and inevitable consequences. Our judgment, therefore, about these human affairs is liable to be fallible. It is very easy to miss seeing some of the causes of an act, and it is quite impossible to anticipate all of its consequences. We must deal many times not with certainties and absolute principles, as in mathematics, but with probabilities and with principles whose application varies according to circumstances.

34. Comparisons.—Judgment is called for in the making of comparisons. It is possible to compare two persons, events or situations only when they have some

features in common. The comparison consists, then, in pointing out the common elements and those that are different. We have seen that such a comparison of the French and English methods of colonization can be made. So we may compare the New England colonies with the Southern group on numerous points, such as soil, climate, rivers, coast line, character of people, nature of industries and social life. It is possible to make a very interesting comparison between the North and the South at the outbreak of the Civil War, upon the following topics: population, industries, wealth, knowledge of the country which was to be the seat of war, military leaders, sources of military supplies, merchant marine, fitness of men to become soldiers.

35. The Actions of Men.—It is often necessary in the study of history to pass judgment upon the actions of its leading characters. Here there is great danger of judging upon insufficient grounds. The desire to form a fair judgment may therefore be an incentive to read more, in order to obtain the greatest amount of information possible concerning the man's motives and the circumstances under which he acted. Was Jefferson right in refusing to involve the country in war during his presidency? Was Polk right in hastening the war against Mexico? What shall be our judgment of Benedict Arnold? Will his history reveal any facts that may mitigate our harshest criticism? What shall we say of Andrew Jackson? Can we separate the good from the

bad qualities in him and arrive at a sound and impartial judgment as to his true worth?

36. Public Policies.—There is frequent occasion in the study of history to pass judgment upon policies. Again, let it be remembered that the verdict is either valueless or unjust which is not based upon the greatest amount of evidence obtainable. We condemn the Puritans for persecuting Roger Williams and the Quakers. If they were present, what provocation and what circumstances could they cite which would affect our opinion in their favor? The policy of the English government preceding the American Revolution receives in most textbooks unqualified condemnation. Yet little emphasis is laid upon the fact that navigation laws were systematically violated by the colonists, and the fact is not mentioned that in some of their provisions colonial interests were benefited. The Stamp Act seen through American eyes is likely to be a monstrous instrument of oppression, enacted with malicious purpose by a designing Parliament. When we consider that its author gave a year's notice of its introduction into Parliament for the purposes of ascertaining the sentiments of the colonists and of giving them an opportunity to present any other feasible plan for raising the money, new light is thrown upon the incident. When we learn further that the money to be raised by the Stamp Act was supposed to be sufficient to pay but one-third of the cost of a small standing army in the colonies, the balance of the cost

to come from the British treasury; when, again, we read the history of previous unsuccessful efforts to induce the colonies to give adequate support to frontier defenses; when, finally, Pontiac's war, with its terrible devastation, is cited as an evidence that some permanent force was necessary to secure protection—with all these facts on the other side of the question arrayed before us, may not our judgment be compelled to reconsider the harsh conclusions that are so commonly accepted concerning the Stamp Act?

We cannot here cite further facts to show that there was "another side" to the pre-Revolutionary debate. The single fact that *one-third of the people*, and those including the more intelligent classes, remained loyal to the mother country, is evidence of the strength of the argument against the movement for independence. We may not alter our conclusion as a result of our examination of the evidence on both sides, but the process by which our judgment is formed will be very different on account of our study, and its value will be very much greater because we have approached the subject in a spirit of fairness.

So, also, the history of the great debate that preceded secession deserves study on both sides. The teacher, at least, if not the pupils, should take pains to find and to state in its strongest form the argument of those who led the secession movement. They based their cause partly upon the origin and nature of our government,

and some eminent authorities now believe that upon this point they had the better of the argument. They sincerely believed that a condition of slavery was better suited to the negro than freedom. Cannot facts be cited to support this contention? The leaders of the South pointed to acts of Northern legislatures in behalf of fugitive slaves that virtually nullified acts of Congress and the Constitution itself. May this be some justification for their own rash acts? In brief, may we not investigate and present to the judgment of pupils that side of the controversy for which thousands of the noblest Americans gladly offered their lives? The full and frank admission of all that can be reasonably said on either side cannot injure the cause of truth. Our faith in the side which judgment finally says is right will be the stronger because we know the strongest arguments that can be brought against it.

37. Intelligent Citizenship.—If the hearing and careful weighing of the evidence on both sides of our great historical controversies characterizes the study of history students, they are being trained to carry the same spirit into their examination of the many public questions of the day, upon which they themselves must pass judgment as intelligent citizens. Here is the opportunity to inculcate habits of broad and tolerant thinking. Judgments that are arbitrary and prejudiced should be frowned upon; the generous admission of a strong argument in favor of an opponent should be commended. Thus may

be attained one of the greatest benefits to be derived from the study of history.

IX. Working for Ethical Results

38. Dependence upon Methods.—In a general sense the ethical results to be gained from the study of history are not different from those that may be secured in the pursuit of any other branch. The matter may be summed up in one phrase, *honesty of thought*. When students are taught to look facts squarely in the face, to see all the facts, not merely those that are agreeable to them, they are learning the first steps in straightforward thinking. It has been said that the methods sometimes employed by students in solving mathematical problems are distinctly unethical; that is, when the process is half guess-work, or when the student is satisfied with any result or when he is satisfied with the right one without understanding the method by which it was obtained. Likewise, if the mental operations in historical study are slipshod, if no honest effort is made to secure all available data before a conclusion is drawn, and if the student is satisfied to present as his own a conclusion which he cannot explain—then, too, he has used distinctly unethical processes. No one can ever know how many of the smart rascals that feed upon the credulity of the American people received daily training in rascality in the class rooms of our common schools.

39. Charity in Judgments.—In the previous chapter it was asserted that the effort to appreciate the views of both sides in a controversy, especially to give due consideration to beliefs that we cannot ourselves accept, should make students of history more charitable in forming judgments. This certainly has an ethical bearing and will tend toward the formation of qualities that are extremely desirable in after life.

40. The Triumph of Right.—One of the most important lessons taught by history is that which leads us to have faith in the triumph of right over wrong. We learn that the processes by which progress is made are slow and gradual, and this teaches us patience. We see that a wrong committed to afford temporary relief in a difficult situation finally makes matters worse, and that compromise with evil solves no problems; while at the same time, progress against evil must in nearly every case proceed by gradual stages that may be termed compromises.

41. Moral Qualities.—Perhaps the greatest moral lessons are taught through the study of the lives of great men and women. These historical characters are admired for their strong qualities. They are the models and the source of inspiration for young hero-worshippers. The stories of struggles against poverty and adverse circumstances that characterize the boyhood of so many American leaders have added faith and strength to the life of many an American youth. The boy tends to become like that which he admires. Stories of Lincoln's honesty

serve to embody that abstract quality in an attractive human form; so the child grasps more readily the true meaning of honesty and realizes more fully its beauty and strength.

Stories of American soldiers typify the physical bravery that should steel every boy's heart against unmanly weakness. But we need in our histories more stories of pure moral bravery, like that of Wendell Phillips, who saw all his social and professional life blasted by his acceptance of anti-slavery agitation as a life-work. We find in the story of George Rogers Clark a fine example of tenacity of purpose under the most adverse circumstances.

42. Civic Virtues.—The teacher who will make the civic virtues that are demanded in times of peace as attractive as those required in times of war will render a valuable service to the country. Should we not consciously aim to enlarge the meaning of the word *patriotism*, which to the young mind means chiefly readiness to go to war for one's country? In fact, the study of history should lead directly to the consideration of public duty as it confronts young men and women—to the duty that they owe their own town or village, because here the influence of intelligent and high-minded young lives is most needed. Very few can enter directly the service of the state or nation, but all can devote time and labor towards building up in the local community a strong, healthy sentiment in favor of public righteousness.

X. The Place of Wars and Battles

43. Change in Methods.—In recent years there has been a change of considerable importance in the emphasis given to various topics in the history class. The tendency has been to make less prominent the military campaigns and battles of our history and to devote more time to the consideration of the life, industries and manners of the people in the different periods. This change of emphasis is certainly in the right direction.

44. Economic Causes of Wars.—The French and Indian wars, so far as they had American causes, reflect the struggle between the pioneers of two nations for the control of the economic resources of the Newfoundland fisheries and of the central plains. The fur trade of the lake region and the rich agricultural lands of the Ohio and Mississippi valleys were at stake in this struggle. Well may we study with thoroughness the industries and life of the French in their scattered settlements and of the English colonists on the Atlantic border; for here we shall find the true causes of these wars.

The causes that led to the Revolutionary War were at the bottom economic. The conditions of colonial commerce furnish the key to the greatest discontent with the mother country. The right of taxation involved, indeed, a political principle; but this, like most other political principles, rests upon an economic basis—the control of individual property. The means adopted by the colo-

nists in opposing the policy of the British government before taking up arms were purely economic, and their understanding involves a knowledge of colonial industry.

The War of 1812 was preceded by events that concerned our industries and our commercial relations. The reasons for its long postponement and for its final occurrence may be found in the study of economic conditions on the Atlantic seaboard and beyond the mountains in the new West. Again, it need hardly be said that the economic divergence of North and South and the existence of that social-economic institution, slavery, accounts for the Civil War. Lastly, even in the recent war with Spain, the interference with our commerce which Spain's policy in Cuba involved was no small feature of the situation. Thus it will be seen that in placing more emphasis upon the actual conditions of life in our history we are studying the causes from which wars spring.

Quite as much may it be said that the final victory in war is determined by the relative economic stability of the contestants. The importance of this fact in our earlier wars is seen only by the student of European history. But in the Civil War this topic may furnish a most fruitful source of study and discussion.

45. Other Phases of Wars.—The time usually given to the discussion of military movements may be shortened and certain other phases of war may profitably receive greater attention. Among the latter are the finances of our wars. To make these clear will involve an ele-

mentary treatment of (1) the means by which taxes were raised; (2) the story of our paper money issues, with the invaluable lessons which every young American citizen may learn from them; (3) the issuance of national bonds and the establishment of the national banking system. As these subjects are usually learned they constitute a series of mysterious phrases mechanically memorized; whereas, in the more advanced classes they are capable of such explanation and illustration as to furnish a fund of valuable information which the students will have abundant opportunity to use in the practical affairs of life.

Again, the means used to raise troops and the manner of their equipment and support are topics that will make more vivid the actual circumstances of our wars. Too often an army is merely a blue or red line on the map—a campaign is a series of dotted lines. Students fail to see the men who marched, camped and charged, who bled and died on battlefields. We recite glibly “six thousand men were killed and wounded,” with no tremor of the voice, no quickening of pulse-beat. Is it too much to assert that this cold-blooded way of studying war is inhuman and hardening to the sensibilities of our pupils? Can it not be that the glorification of war in schools accounts in no small measure for the readiness of each succeeding generation to incur war’s horrors without realizing until too late what it means at the fireside and around the family table?

46. Probability of Errors in Teaching.—A most important objection to the extensive study of military movements in the common schools is the fact that in most cases neither the author of the text-book nor the teacher is sufficiently informed in the technicalities of military science to be a good judge of the facts stated. How many pupils are taught that in the Battle of Bunker Hill both the American and the British committed unpardonable errors from a military point of view? To how many students is Grant's advance from the Wilderness to Petersburg a triumphal march, rather than a series of military reverses? We must teach only the most general features of these movements, unless we take the time to study one campaign or battle in detail, thus to acquire full knowledge upon which a reasonable judgment can be based.

47. Study by Campaigns.—Every war, then, should be analyzed into campaigns, and these should be studied as units. For the Revolution we have the following analysis:

- (1) The campaign around Boston, 1775-1776.
- (2) The campaign around New York and across New Jersey, ending after the Battle of Princeton, 1776-1777.
- (3) Burgoyne's campaign, 1777.
- (4) Howe's capture of Philadelphia and his subsequent evacuation of that city, 1777-1778.
- (5) Campaigns in the South, 1779-1780.
- (6) The Yorktown campaign, 1781.

Minor movements and events of the war may be inserted in the proper places.

In every campaign there are three phases: (1) the reasons for it, (2) the movements of troops and (3) the results. Unless these three elements are covered, the study is apt to be loose and pointless. The second element is always capable of analysis. For instance, the movements involved in the campaign of 1776 around New York are as follows: (1) Washington fortifies New York; (2) the British advance from Staten Island to Long Island and attack his fortifications; (3) because of the success of this movement Washington retreats to New York and northward; (4) the British follow; (5) the Battle of White Plains is fought and Washington retreats across the Hudson; (6) Forts Mifflin and Mifflin are seized and Washington retreats across New Jersey; (7) this retreat is checked by the crossing of the Delaware River; (8) the Battle of Red Bank is fought; (9) Washington's army marches around that of Cornwallis and fights the Battle of Red Bank; (10) the British forces return to the vicinity of New York, while Washington is stationed at Lancaster; there the campaign ends.

Pursuing this method, we get the gist of the matter; details are suppressed for the time in order that the essentials may stand out prominently.

48. Aids to Study.—It is needless to say that the successful study of military movements without the constant use of maps is an impossibility; but this topic furnishes

the subject matter of the next chapter—the relation of geography to history. The study of wars may be enlivened and made realistic by the use of pictures in abundance. The gathering of historical relics is also a valuable aid. Now that the Civil War is receding so far into the past and the ranks of its participants are thinning so rapidly, every schoolhouse should become a center for the collection and preservation of articles that help to tell its story. Thus may we make the war something more than a lesson in the text-book.

XI. Relating History to Geography

49. Failures in History.—There are three classes of students whose lack of attainment attests the absolute failure of the instruction under which they pass their school years. These are the students who know how to add, but cannot get the right answer; the students who know the rules of grammar but cannot speak correct English, and the students who know that an event happened but cannot tell where it occurred. Unfortunately, the failure in the last instance is not usually regarded as serious; for there is no phase of history that is so much neglected as its geographical setting. This is true in spite of the fact that every event happens at some precise spot on earth and that frequently the location is the most significant feature of the occurrence.

This inefficient teaching of American history without placing events in their geographical setting contributes

no small part to the vagueness and unreality of the subject in pupils' minds. It goes far to explain their failure to grasp the facts of history and their lack of interest in the study. Students whose knowledge has this stamp of inexactitude and unreality deserve the condemnation placed upon them by men in the world of business; they are unpractical.

50. Remedies.—Several simple rules persistently obeyed will go far towards remedying the condition here complained of:

(1) A map should hang before the class during every recitation.

(2) Without exception pupils should be required to step to the map and point out every important place under discussion. No pupil should be allowed to recite upon an event of whose location he is ignorant.

(3) Pupils should draw maps or fill outline maps frequently.

While the wall map is indispensable, much more satisfactory for actual use before the class is the sketch map drawn by the teacher on the black-board. The advantages of the latter are as follows: (1) In the sketch map are shown only the main geographical features, all details that confuse or blur the pupil's impression being omitted. (2) On this map the teacher can mark each place as the discussion proceeds; thus the event becomes firmly attached to its geographical setting. (3) The progress of events is seen in the growth of the map. Review is

also facilitated by the continued presence of the maps that have been developed in recitation.

51. The Influence of Geographical Conditions.—The influence of geographical conditions in determining the course of our history is receiving tardy recognition. Here opens up a delightful field for investigation and discussion. In a previous chapter reference was made to the fact that the physical geography of Virginia accounted for the character of its industry in colonial times and that this in turn fixed the type of social and political life prevalent there. Another group of physical causes was working in New England. Here we find a region where population settled in towns and upon small farms. Physical geography accounts for this, mainly. Again, a comparison of the life that grew up in New France with that which prevailed in the English colonies will make evident the fact that geographical causes were most prominent factors in determining the widely different types of life and industry in the two regions. The mountain barrier retarded westward progress for one nationality, while an interminable network of lakes, rivers, and streams offered to the other a tempting invitation to search its farthest reaches. Again, that most important event of our early national history, the purchase of Louisiana, so often regarded as purely diplomatic in character, was in reality determined by facts of physical geography. The Mississippi River offered the only practicable outlet for the products of the Western settlers; for the moun-

tain roads connecting them with the East were so difficult that no profit could result from shipments made in that direction. Unless the national government would assist them in their difficulty, the Westerners were prepared to take matters into their own hands, to conquer control of the Mississippi and, if necessary in accomplishing their ends, to cut the bonds that united them to the East. The problem, then, was nothing less than the preservation of the integrity of the Union by the acquisition of an adequate outlet by nature's western waterway.

The importance of geographical conditions in military campaigns is frequently overlooked. The master stroke of the British in the Revolutionary War—Burgoyne's campaign—was based upon geographical conditions, and it was owing to the failure of those who planned the campaign to fully comprehend these conditions that the expedition was disastrous. Washington was a master of strategy because he was able to foresee the influence of geographical conditions and to use them to his advantage. He occupied Dorchester Heights and compelled the evacuation of Boston; he occupied Morristown and compelled the British to remain inactive in New York, and finally trapped Cornwallis in Yorktown peninsula.

The influence of geography in determining the campaigns of the Civil War receives less attention than it deserves. Why did the Northern armies succeed so much more fully in accomplishing their purposes in the West than in the East? This was largely a matter of physi-

cal geography. Examine the map and see how in the West, the course of three great rivers, the Mississippi, the Cumberland and the Tennessee, at those portions of their courses lying near the border of the Confederacy, is north and south. Nature thus provided three waterways leading into the interior of the Confederacy. And we must understand that the progress of an army with its supplies and equipment is much more easy by water than by land. The Ohio River, too, furnished a natural water front, rendering possible the construction of a river naval force and making easier the defense of the Northern states. In the East, on the other hand, the conditions were quite the reverse. South of the Potomac, Virginia is traversed by numerous rivers, all of which run east. Each one, then, offers a barrier to the southward progress of an invading army. The Shenandoah River and the valley inclosing it, an apparent exception to the rule, could not be utilized in attacks upon Richmond, for its trend is southwestward, leading away from the destination of the Northern army. On the other hand, this sheltered passageway offered a convenient route by which the Confederate armies made their invasions into Northern territory. These two great geographical features of the Eastern seat of war account for all the great movements made therein, for the Peninsular campaign, for the terrible difficulties faced by Hooker, Pope and Grant and for the routes taken by Lee on his Northern invasions.

XII. Correlating History and Civil Government

52. Progress toward National Government.—No institution can be understood in its fullest sense until its origin and growth have been traced. There are many of our political institutions whose history we cannot trace in the common schools; such are the jury system, our systems of taxation and the principle of representative government. The roots of these and many other parts of our system lie deeply buried in the history of other countries. But some features of our local governments and the main features of our national government may be traced as they were developed on American soil.

In a previous chapter (Section 13) there was presented an outline of the principal events that indicated progress towards union and a national government. The story of these events impresses upon us the gradualness of this progress; while from the study of the spirit prevalent among the people of these times we shall learn with what struggles each step was accomplished. These fundamental facts in the history of our national government stand forth prominently, assisting us to appreciate the labors and difficulties involved in the process of nationalization that seemed to be complete when the Constitution was framed and put into operation. But we should be greatly mistaken to stop here in our study of the way in which a really national sentiment came to prevail among the people of the United States; for many

of the topics in our subsequent history turn upon this point.

To understand the difficulties encountered before a truly national government could be established, is to take the first step towards grasping the fundamental principle of our entire governmental system, namely, that the people of the states possessed originally all the powers of government, and that they have surrendered some of these to the national government, which exercises only such powers as are delegated to it (see Amendment X of the Constitution). It is difficult to explain our system without some consideration of its history, and it is impossible to appreciate it fully unless this history is brought into close association with the actual provisions of the Constitution. The discussion of this body of facts, then, should find a place in both history and civil government classes. Its importance warrants this repetition.

53. Topics for Elementary Classes.—Not alone the origin of our national government, but also many of its existing features may be explained historically in elementary classes. Why do we have a Senate as one branch of Congress? Why have all the states equal representation in the Senate? Why was the present method of electing the president by a system of electors established?

54. Introducing the Study of the Constitution.—The history class furnishes numerous topics whose understanding may serve as introductory to a study of the Constitution. When the national government first exercises

its power of taxation the appropriate clause of the Constitution should be examined. When Jay's treaty is made, the process furnishes exemplification of the Constitutional provision respecting treaties. The election of 1800 can only be understood after a study of the original provision describing this process. Here, too, we find the proper place to study the Twelfth Amendment of the Constitution. The abstract idea of "loose and strict construction" is one of the bugbears to students in civil government. Dissociated from the concrete cases that arise in our early history—such topics as the bank question and the purchase of Louisiana—this subject is impossible of comprehension. Again, how many history classes have been required to learn that the last three amendments were enacted as a result of the Civil War, without attempting to comprehend, or even to read, the provisions of these amendments? On the other hand, how many classes in civil government have struggled over the provisions of these amendments without a review of their history as an aid to their understanding?

55. Economy and Value of Correlation.—Now, the correlation of history and civil government in such topics is not only reasonable, but economical as well. For that is true economy in the work of teaching which tends toward the unification of knowledge into a consistent whole. So many of our common school branches seem to be disconnected, and so much of our pupils' information is scattered and fragmentary, that we cannot afford

to neglect this opportunity to bridge the artificial gap that the curriculum places between these two subjects.

56. The Real Fruit of Historical Study.—A writer has said, "History without political science has no fruit. Political science without history has no root." While the lines of this couplet are equally true, the first especially needs emphasis in our common schools. There is today a marked tendency in education which, when fully realized, will do much to establish closer relations between our studies and the facts of every day life. History then will cease to yield merely an isolated body of knowledge. Its terms will be understood because the social and political facts of today are used as the key to their interpretation; what the child may see and experience will assist him in comprehending the events of history. Again, our history will throw light upon the political conditions and events of today when the qualifications required of teachers include a vital interest in the current news of the world. And, finally, history, instead of supplying merely a fund of information, will supply also an impetus toward right social and political action. The fruit of historical study should be good citizenship. Pupils should find in the teacher their example and should receive in the history class an impulse to discharge faithfully their obligations towards the country whose sacrifices have enabled them to receive the education furnished by the common schools.

TOPICAL ANALYSIS

The chapter is divided into the following general divisions:

- I. Purpose in Teaching History.
- II. The Use of the Text-book.
- III. The Use of Outlines.
- IV. Reviews.
- V. Use of Supplementary Reading.
- VI. Teaching Cause and Effect.
- VII. Interpreting History by Experience.
- VIII. Training in Judgment.
- IX. Working for Ethical Results.
- X. The Place of War and Battles.
- XI. Relating Geography and History.
- XII. Correlating History and Civil Government.

I. Purposes in Teaching History

1. INTRODUCTION:

History compared with the three R's as a practical study.

History more purely intellectual than "practical."

2. IMPARTING INFORMATION:

This is the first purpose in teaching history.

To know the important facts of history is to be "well informed."

Importance of a knowledge of history in reading newspapers and magazines.

3. STIMULATING PATRIOTISM:

Stimulating patriotism is the second great purpose in teaching history.

What patriotism is.

False patriotism.

Distinction between "fighting patriotism" and "civic patriotism."

Study of history affords one of the best means of arousing the right sort of patriotism.

4. DEVELOPING MIND:

History is not different from other branches as an agency for developing the mind.

The study of history broadens one's mental horizon and strengthens the power of judgment.

5. INFLUENCING READING:

The study of history should lead children and young people to enjoy books that tell our country's story.

II. Use of the Text-Book

6. THE PROPER CONCEPTION OF THE TEXT-BOOK:

- (a) The book should not be
 - (1) Worshipped by the teacher.
 - (2) Underestimated by the teacher.
- (b) Limitations of the text-book.
 - (1) It does not contain all the facts of history.
 - (2) Some of its statements may be incorrect.
- (c) Advantages of using a text-book.

- (1) It contains groups of important facts in small compass.
- (2) It is usually well organized so that the relation of facts can be clearly seen.
- (3) Pupils should use the text-book as a source of facts.

They should not memorize the text.

The teacher must understand the plan and purpose of the author.

She must become familiar with the contents of the book.

7. THE NATURAL SEQUENCE OF LEARNING:

- (a) Understand the subject-matter.
- (b) Become interested in it.
- (c) Remember it.

8. ASSIGNMENT OF THE LESSON:

- (a) State what are the important and the unimportant parts of the lesson.
- (b) Call attention to difficult passages.
- (c) Call attention to questions which the pupil should think out when studying the lesson.
- (d) Suggest a plan for organizing the facts of the lesson.
- (e) Point out the necessity of understanding the meaning of all the words and phrases found in the lesson.
- (f) Ask questions to aid in this understanding.

9. RECITATIONS FROM THE TEXT:

There are two methods of recitation:

- (a) By questions and answers.
- (b) By topics.

The latter method has many points of advantage. Assign the topic and let the pupil recite upon it. Follow his recitation by such questions as may be necessary to bring out omitted points.

Do not allow the pupil to repeat the words of the book in a parrot-like manner.

The character of the recitation is determined by

- (a) The pupil's method of study.
- (b) The teacher's method of questioning.

10. STUDY IN THE RECITATION.

III. The Use of Outlines

11. THE RELATIONS OF EVENTS:

To learn the history of a period the student must grasp at the same time:

- (a) Facts concerning the main events.
- (b) Facts concerning the inter-relation of these events.

12. CHARACTERISTICS OF A GOOD OUTLINE:

Principles:

- (a) Before a proper outline can be made the relations of the facts must be known.
- (b) The complete outline should aid in grasping these relations.

- (c) The outline should be the *result* not the *source*, of this knowledge.
- (d) The outline serves its best purpose while it is being made.
- (e) The outline is an aid to memory, but should be understood before it is memorized.

13. TYPICAL OUTLINES:

- (a) Chronological—showing contemporaneous events.
- (b) Comparative—showing comparison of conditions at a given time.
- (c) Associative—showing the relations of facts all bearing upon the fact under discussion; as, the formation of the Constitution of the United States.

14. THE TIME FOR MAKING OUTLINES.

15. CONCLUSION.

IV. Reviews

16. AN AID TO MEMORY:

Relations of reviews to outlines.

Should test the pupil's understanding of the subject as well as his memory.

17. A TEST OF KNOWLEDGE:

- (a) By asking pupils to make new combinations.
- (b) By test questions.
- (c) By comparisons.

18. TYPICAL REVIEWS:

- (a) Brief review preceding the regular lesson.
- (b) Reviews combining events of a similar nature.
- (c) Topical reviews—the topic to be considered as a unit.
- (d) Review topics for note books.
- (e) Drill exercises.

19. DATES.

V. The Use of Supplementary Reading

20. UTILITY OF SUPPLEMENTARY READING:

- (a) Supplementary books supply details not found in the text-book.
- (b) Supplementary books aid in the reproduction of historical scenes.
- (c) The benefits derived from supplementary books are not confined to school years.

21. ESSENTIALS OF SUPPLEMENTARY READING:

- (a) Get the books.
- (b) Select the books with reference to the subject and the class.
- (c) The teacher must read the books.
- (d) The teacher must assist the pupil in the use of books.
- (e) The teacher must see that the book and topic are suited to the pupil to whom they are assigned.

- (f) The teacher should require a report from each pupil on each book that he reads.

22. CONCLUSION.

VI. Teaching Cause and Effect

23. WHY CAUSES AND EFFECTS SHOULD BE CONSIDERED:

- (a) We believe that there is a reason back of every act.
- (b) Omission of cause and effect leads to lack of interest in history.

24. ILLUSTRATIONS OF CAUSE AND EFFECT:

- (a) Explorations.
- (b) Navigation Acts.
- (c) Retaliatory Acts of 1774.

25. DECEPTIVE REASONING:

The teacher should see that the pupil does not acquire the habit of loose thinking.

26. A RESTRICTION.

27. HISTORY A SERIES OF PROBLEMS:

It is as necessary to reason as to remember in the study of history.

Typical problems.

- (a) The discovery of America.
- (b) Separation of the English Colonies from the Mother Country.
- (c) Did independence necessarily involve the union of the Colonies?

VII. Interpreting History by Experience**28. EXPERIENCE AN AID IN INTERPRETATION:**

- (a) The understanding of some topics depends upon knowledge gained from books and the knowledge gained from experience.
- (b) Illustrative topics.
Writs of Assistance.
United States Bank.

29. IMMATURE PUPILS:

Topics that can be understood only through experience should not be studied by young pupils.

30. EVENTS OF TODAY:

The teacher should, whenever possible, relate the events of the history lesson to events of the present time.

- (a) The tariff of 1816 and the tariff of 1910.
- (b) Discovery of the Philippine Islands and their present condition.
- (c) The Whiskey Insurrection and present internal revenue measures.
- (d) Paper money of the Revolutionary War, and Greenbacks.

31. PICTURES AND MATERIAL OBJECTS.**VIII. Training the Judgment****32. AN AID TO JUDGMENT:**

- (a) Judgment depends upon the ability to imagine.

- (b) Snap judgments are harmful.
- (c) Historical study should stimulate the spirit of investigation.
- (d) In calling for judgments the teacher should
 - (1) Present adequate grounds upon which to base opinion.
 - (2) Avoid being arbitrary.

33. CAUSES AND RESULTS:

- (a) History deals with the acts of rational beings; therefore the sequence of events is rational.
- (b) Tracing this sequence is of great benefit to the students.
- (c) The authority of the teacher or text-book should not be substituted for tracing relations.
- (d) History is more valuable than mathematical studies for developing the reasoning powers.

34. COMPARISONS:

- (a) Comparisons require judgment.
- (b) Comparison consists in pointing out the resemblances and differences in the objects compared.

35. THE ACTIONS OF MEN:

- (a) Danger of judging on insufficient grounds.
- (b) Extended reading often necessary.

36. PUBLIC POLICIES:

- (a) Judgment based upon insufficient evidence is valueless or one-sided.
- (b) Every great question has two sides.
- (c) The pupil should learn the facts on both sides of the question before passing judgment upon it.

37. INTELLIGENT CITIZENSHIP.

IX. Working for Ethical Results

38. DEPENDENCE UPON METHODS:

- (a) Honesty of thought should be the chief end sought.
- (b) Slipshod methods of study and teaching lead to loose thinking and a tendency to be satisfied with conclusions based upon insufficient information.

39. CHARITY IN JUDGMENTS.

40. THE TRIUMPH OF RIGHT.

41. MORAL QUALITIES:

- (a) The greatest moral lessons are taught through biography.
- (b) Moral as well as physical bravery should be emphasized.

42. CIVIC VIRTUES:

The teacher should develop in the pupils a strong sentiment in favor of public righteousness in local, state and national affairs.

X. The Plan of Wars and Battles

43. CHANGE IN METHODS.

44. ECONOMIC CAUSES OF WARS:

- (a) Economic causes lead to the war.
- (b) Economic stability of the contestants determines the final victory.

45. OTHER PHASES OF WARS:

- (a) Financial measures.
- (b) Raising, equipping and supporting armies.
- (c) The suffering and privations of soldiers on campaign duty.
- (d) Devastation of the country through which armies move.

46. PROBABILITY OF ERRORS IN TEACHING:

Extended study of a military campaign should not be attempted by teachers not well versed in military science.

47. STUDY BY CAMPAIGNS:

- (a) Analyze the war into campaigns.
- (b) Teach the leading facts of the campaign first.
- (c) Add such minor details as time and capacity of the class permit.

48. AIDS TO STUDY:

- (a) Maps.
- (b) Pictures.
- (c) Historical relics.

XI. Relating History to Geography

49. FAILURES IN HISTORY:

The geographical setting is necessary to give definiteness to historical knowledge.

50. REMEDIES:

- (a) Use the maps.
- (b) Have pupils locate places mentioned in the lessons.
- (c) Have pupils sketch maps of the region studied.

51. THE INFLUENCE OF GEOGRAPHICAL CONDITIONS:

- (a) Importance of geographical conditions in determining industries.
- (b) In shaping national policies.
- (c) In military campaigns.

XII. Correlating History and Civil Government

52. PROGRESS TOWARD NATIONAL GOVERNMENT:

- (a) Knowledge of its origin and growth is necessary to an understanding of any institution.
- (b) Topics whose history cannot be traced in the common schools.
- (c) Topics whose history can and should be traced.
- (d) Our system of government cannot be easily explained without considering its history.

53. TOPICS FOR ELEMENTARY CLASSES.

54. INTRODUCING THE STUDY OF THE CONSTITUTION:

- (a) When an act based upon the Constitution is studied, refer to the proper article and section of the Constitution which makes the act possible.
- (b) Use concrete cases and explain certain clauses of the Constitution, and, conversely, use the Constitution to explain the case in hand.

55. ECONOMY AND VALUE OF CORRELATION.

56. THE REAL FRUIT OF HISTORICAL STUDY:

- (a) Establishment of a closer relation between history and the facts of everyday life.
- (b) Securing a vital interest in the news of the world.
- (c) Development of an impetus toward right social and political action.

PLANS FOR TEACHERS AND STUDENTS

History Stories

57. The Place of Stories.—In every school having a good course of study the pupils begin the study of historical subjects long before a text-book is placed in their hands, and some of the most valuable instruction which they ever receive in this subject should be that presented orally by the teacher. In some schools an elementary

text-book precedes the more advanced text used in the grammar grades. All of these elementary books that are successful are books of history stories. Whether the information is obtained from the teacher in the form of oral instruction or from a text-book, in the elementary classes it should be presented in the form of stories, for children of this age are particularly responsive to this sort of instruction. Whenever it is possible for the teacher to prepare the work, oral instruction is much more effective than book study, and whether or not the book is used the teacher should be able to tell the story of the lesson.

58. Selection of Material.—History stories may be divided into three classes: biographies; stories of historical events, such as the settlement of Jamestown or the Battle of Bunker Hill, and stories of inventions and discovery, such as the story of the steamboat and the story of the discovery of gold in California. The course of instruction in elementary classes should include stories from each of these classes, but in making the selection the teacher should be guided by the following conditions:

1. **THE AGE OF THE CLASS.**—Beginning classes—those of pupils from eight to ten years of age—are not able to follow intelligently stories that require a grasp of the great facts in geography, like the rotundity of the earth, the vastness of the ocean or the great distances traveled by navigators on long voyages. Therefore it is a mistake to begin with the stories of Columbus and other early explorers.

Children of this age will follow with eager interest stories of simple pioneer life, especially when the story is in the form of biography. Begin with stories of Daniel Boone, Roger Williams, Father Marquette and other French Missionaries, and gradually lead up to biographies that require a more extensive knowledge on the part of the pupils. During the first year nearly all stories should be biographical. After that, stories of events can be interspersed with biographies. Stories of this class are the settlement of Jamestown, the settlement of Plymouth, Penn's Treaty with the Indians, the capture of Quebec by General Wolfe, and so on. A story of invention may now and then be mingled with stories of historic events. These should be of epoch-making inventions, such as the cotton gin, the telegraph and the sewing machine.

2. NATURE OF THE SUBJECT.—Stories from each of the classes named should be selected with due regard to their content. Is the material of such nature that it will interest the class? Is it of a character that will exert a wholesome influence? Is it within the scope of their comprehension? Am I in sufficient sympathy with the subject to tell the story well? These and other questions will occur to the teacher who scans her material with care. It should be said in reference to the content of the story that incidents which tend to arouse undesirable emotions, such as anger or hatred, or those which seem to place a premium on wrong doing, should not be used. Therefore, omit stories of Indian massacres, bloody battles and such incidents as

the persecution of the Quakers in Massachusetts and of the Catholics in Maryland. The biographies of such characters as Benedict Arnold and Aaron Burr should also be left until a later period, when the pupils will be better able to pass correct estimates upon them. Biographies of men who have lived in recent times and whose relations with our national life have been very complex, such as Lincoln, Grant and Robert E. Lee, should be divided, stories of the boyhood and youth of these men being told to elementary classes, and their later lives being reserved for the grammar grades.

59. The Teacher's Preparation.—After the material for the lesson has been selected, the next step is its preparation for presentation to the class by the teacher. This step is all-important, for upon it depends the success of the lesson. This preparation is necessary, whether the pupils use an elementary history or whether the instruction is given orally. In making her preparation the teacher should give attention to the following points:

1. **MASTER THE SUBJECT.**—Learn the story so thoroughly that you can tell it freely and in a natural manner, without any reference to a book and without hesitation. That you may do this, it will be necessary for you to learn much more about the subject than you expect to tell the class. This extra knowledge will give you an abundance of material from which to select the facts to be narrated, and, what is perhaps more important, it will afford a comprehension of the subject that will enable you to tell the

story much more fluently and effectively than would otherwise be possible. To illustrate: you tell the class the story of Columbus for the first time. They know enough of geography so that with the map before them they can follow you in tracing the route followed on his first voyage. They can understand the leading facts of his early life; that after several attempts to secure aid from the various European nations he finally secured it from Spain, and they will be especially interested in the manner in which the assistance was given. They will appreciate his discovery of land, the finding of a strange people, and his reception upon his return to Spain. To call attention to more than these facts would be unwise, but in order to bring these facts before your pupils in an interesting manner, you must see the position which Columbus occupied at that time, appreciate the difficulties which he overcame, and realize the tremendous courage required for the enterprise which he undertook. Therefore you should become thoroughly acquainted with the contents of Chapters II and III, Volume VI. You will then have at your command all the material necessary for this and several other stories about Columbus.

2. ARRANGEMENT.—Having selected the facts to be presented in the story, arrange them in logical order and see that the narrative proceeds naturally from one to the other. Avoid repetition, and omit all side issues.

3. PRACTICE.—After the story is thus arranged, tell it aloud over and over to yourself. In other words, talk it

out. Nothing will so quickly show you the weak points in your preparation as this. Hesitation at any point shows that you do not know this part of the story so well as you thought, or that you do not comprehend the import of the subject well enough to select the right word without hesitation. This telling also reveals any defect in those portions of the narrative which join the leading facts. Moreover, this telling impresses the story more completely upon your mind and is the best possible means of enabling you to make it your own.

4. HELPS.—Determine what helps you need, such as maps, pictures or other material, and study these so that you will know just which points to call attention to when using them before the class.

60. Telling the Story.—The presentation of the lesson, or telling the story, and the teacher's preparation are so closely related that in practice they can not be separated. All through her preparation of the lesson the teacher must have clearly in mind her plan of presenting it. She should see and feel herself telling the story all the time she is preparing it. This feeling will be one of the most important guides in the preparation. Unless the story is successful, the lesson is a failure. In telling the story the teacher should heed the following directions:

1. MAKE IT SHORT.—As we have already indicated, stories for the younger classes should contain only the principal facts. They should never exceed ten minutes in length, and from five to seven minutes are better.

2. BE DIRECT.—Tell the story directly, omitting all side issues and unnecessary descriptions. “Every epithet and adjective beyond what is needed to give the image is a five-barred gate in the path of an eager mind traveling to a climax.” To hold the attention of the class, the movement of the story must be increasingly swift, ending with a snap.

3. BE ANIMATED.—Put *yourself* into the story. Unless you can do this, your effort will be more or less of a failure. You must have a genuine appreciation of the story, and if necessary cultivate your feelings toward the story until this degree of appreciation is reached. Make your descriptions so real and lifelike that the pupils can see the pictures that you present. Appeal to the pupils’ fund of knowledge and to their experience. Herein is seen the necessity of the broader knowledge referred to in Section 59. This knowledge enables you to see with clearness and power the events which you describe. Never tell a story you do not feel.

4. USE SIMPLE LANGUAGE.—Most of the books from which you obtain your information are written for adults, many of them for scholars, and while their style may be clear and interesting, it is usually too difficult for children. Unless you exercise care in your preparation, you are liable unconsciously to adopt the style of the work from which you obtained your facts, and in doing so you will inject into your narrative some words which the children will not understand. Moreover, you may give descriptions which are too elaborate for them to follow. To avoid

these dangers, you should make the story over and put it in your own words. To attain this directness and simplicity of style requires much study and practice, and the best means of securing the desired result is by telling the story over and over to yourself. When time permits, it is a good practice to write the story, then revise your manuscript until the work is satisfactory.

61. Reproduction of the Story.—After the story is told, the pupils should be called upon to reproduce it or any part of it, and as many pupils should be called upon to re-tell the story as the recitation period will permit. See that the pupils use good language and tell the story connectedly. This practice is of great value because it fixes the facts in the mind, gives training in language and develops the pupil's ability to think consecutively.

An outline on the board will help the pupils, and can be used to advantage. It is well, however, to have the class tell the story occasionally without the outline. Once or twice a week let the pupils write the story instead of telling it orally.

The story should be made a means of instruction and development as well as of entertainment, and if carefully followed up as here suggested, it is one of the most valuable agencies that the teacher can employ.

Explorations

62. Explanatory.—The plans presented for teaching explorations and the topics which follow treat each subject under two general divisions—A and B. The work

outlined under A is for elementary classes; that under B is for classes in the grammar grades. In all cases the plans given should be considered as types, and as such they form the foundation of the plan that should be followed in teaching the subject. The plans presented are flexible, and may be so modified as to adapt them to needs of the class. This modification is the teacher's part of the plan, and it enables her to put her individuality into the task and to base her work upon a plan which furnishes a logical foundation.

Some classes will not be able to do all the work suggested in the outline. With such classes only the more important topics should be studied. Occasionally a class will be found that can do more than the outline requires. In such a case the teacher should make such additions as the works of reference at the disposal of the pupils and their interests may suggest. In making these additions it is often wise to follow the lead of the class. These plans are purposely made flexible, that the teacher may have opportunity to modify them to suit her needs. The plan which leaves nothing for the teacher to do is faulty, because it takes from her the best opportunity for real teaching—that of putting herself into the work.

A. Elementary Classes

63. Method.—Elementary classes may use an elementary text-book, or their recitations may be oral. In either case it should be in story form. For plan of presentation, see *History Stories*, Sections 59–61.

64. Material.—What we have said in Section 58 will guide in the selection of materials for history stories. In most schools the time for this subject is so short that nothing beyond American history can be attempted. Consequently it is usually wise for the teacher to confine the work to topics closely associated with American history. The following topics are suggestive of the biographies of explorers that may be selected for this grade. Begin with simple stories, as Daniel Boone and his pioneer life; Cartier, taking up only his explorations in the St. Lawrence Gulf and River; Samuel Champlain, (1) the story of the founding of Quebec, (2) the discovery of Lake Champlain; Father Marquette and the voyage down the Mississippi River; Queen Isabella; Columbus, (1) his early life, (2) his first voyage, (3) his other voyages; John and Sebastian Cabot; Vespuccius; Balboa; Ponce de Leon; De Soto; Cortez; Pizarro; Sir Francis Drake; Magellan; Coronado and the Seven Cities; La Salle and Tonti. The pupils should become acquainted with the most important work of these explorers before taking up a regular textbook in history.

65. Preparation.—Abundant material for these stories is found in Volume VI of the history for which this manual is prepared. Read carefully Part One, as a general preparation for the work; then study specifically each story as you wish to take it up. The stories need not be presented in chronological order, and no attempt should be made at this time to connect the work of one explorer with that of

another. Let the story of each life stand out clearly by itself.

B. Grammar Grades

66. Nature of the Work.—If the pupils have received such instruction as is indicated in the foregoing sections, they will have a knowledge of the lives of the leading explorers; but this knowledge is not yet organized. The pupils know little or nothing of the relative importance of these explorers or the political significance of their work. These facts should not be taught, and to assist in their organization, the text-book is placed in their hands (See Section 6). The comments upon the text-book and its use given in that section are of great value, especially to the inexperienced teacher.

Be sure you become familiar with the contents and plan of the book before attempting to use it.

67. Plan.—1. TERRITORY. Three nations, Spain, England and France, were engaged in exploring the New World. The pupils should note carefully the territory explored and claimed by each. Whenever the claims conflict, the boundaries claimed by each nation should be noted. (See map, Vol. VI, page 108.)

2. CONDITIONS.—The importance of the early voyages to America can not be realized until the conditions under which they were made are understood. School histories seldom treat these with sufficient fullness, therefore the teacher should give the class orally, if necessary, the facts found in Chapter II, Volume VI. Several lessons will be

necessary to make these facts clear. In teaching them, emphasize the geographical features, and make frequent use of maps.

3. CAUSE AND EFFECT.—Events should now be presented in their logical sequence, and this will lead at once to the tracing of causes to their effects. Nowhere in history is this more clearly shown than in tracing the events which led to the discovery of America. If the pupils are properly led up to Columbus's first voyage, they realize that America was to be discovered in the near future, whether by Columbus or some other navigator. He was not only impelled by his own desire, but also pushed into the open ocean by force of circumstances. These were the causes which led to the voyage; the discovery of a new world was the chief result. But no sooner is that result obtained than it becomes a most potent cause leading to the thousand and one effects which go to make up American history. Bear this in mind from the beginning and see that your lessons are logically connected.

4. ORDER OF PROCEDURE.—At first the explorers should be studied by nationalities, and since the Spanish were the first in the field, we should begin with them. Follow with the English; then with the French and the Dutch.

After the period has been covered in this way, review, taking up the explorers who were contemporaneous, as Champlain and Hudson; Cortez, Magellan and Verrazno. For arrangement, see the table on page 14. The pupils

should construct a table somewhat like this as the review proceeds.¹

68. A Type Study.—Columbus is the most prominent of all explorers, therefore the pupils should make a thorough study of his life and work.

For topics to be taken up, see Volume VIII, page 491. For material additional to that in the text-book, see Volume VI, Chapter III.

In assignment of lessons study the questions connected with the outline. If you can gather the class about the picture (Volume IV, Frontispiece), its study will add much interest to the work. This is a reproduction of one of the world's great historic paintings. The pictures of Julius Caesar and Benjamin Franklin, Vol. VIII, page 448 and following, show how the pupils can place the chief events of Columbus's life in graphic form. The plan is suggestive; pictures on other plans can be made as well. The portrait is difficult to draw, and it would be better to use pictures.

After the study is completed have the pupils prepare a written review. This should contain all the facts learned, arranged in their proper order and relation. This review does not need to be written at one sitting. It will usually be better to allow the pupils to spend several recitation periods upon it, so that they can bring the work to the highest degree of perfection of which they are capable. Allow them to illustrate their papers if they desire to do so.

¹ NOTE—This plan omits the Norsemen, because all that is necessary in reference to them is to note the fact of their early voyages.

69. Other Lessons.—The plan for the study of Columbus will serve for the study of other explorers. Those who should receive particular attention are Balboa, DeSoto, Cortez, Pizarro and Coronado, among the Spaniards; the Cabots, Sir John Hawkins, Sir Humphrey Gilbert and Sir Francis Drake, among the English; Cartier, Champlain, LaSalle, Marquette and Joliet, among the French; Magellan and Vespuceus, among the Portuguese; and Henry Hudson, among the Dutch. If there is time, those of less importance can be studied, but it is better to make a thorough study of those named than to touch lightly upon a large number.

THE COLONIES

A. Elementary Classes

70. Transition from Biography to History.—Stories should not be repeated at frequent intervals, and after the class has had a number of biographies it is well to introduce stories in which some historical fact has the most prominent place. Many stories, especially suitable for this purpose can be selected from the lives of the early colonists. The teacher who has access to Alice Morse Earle's "Colonial Children" will find in it an abundance of material that will interest the younger classes, while the volumes of this work contain material for the older classes. At first let the history stories occupy the time occasionally—perhaps once a week—and as the class becomes prepared for them increase their frequency and advance them in grade.

71. A Type.—The general plan for preparing and telling history stories has already been given, but we here give an outline for stories of the Pilgrims in order to give more specific directions for the preparation and presentation of this class of material. Divide the story into three parts or three stories, as follows: (1) The emigration to Holland; (2) the voyage of the Mayflower; (3) the first winter. Introduce only the leading facts into each story.

1. THE EMIGRATION TO HOLLAND.—For material, read Volume IV, Chapters II, III and VIII. These chapters will give you a knowledge of that part of English history necessary to an understanding of the relation of Puritanism to the settlement of the New England Colonies and of the relation of the Colonies to England during the existence of the Commonwealth. Do not at this time attempt to explain Puritanism, for the pupils cannot understand it. State simply that these people did not agree with the Church of England and because of this they were persecuted by the Church and the government. In order to escape this persecution they removed to Holland. Describe their life in Holland and their reasons for desiring to make a home in America.

2. THE VOYAGE.—Try to give a vivid account of the departure. If you can use the picture opposite page 153, Volume IV, you will find it of great assistance. This is a reproduction of a painting of great historic value, and you can learn much from a careful study of it. Describe the people and the ship. Dwell upon the long and perilous

voyage. Give in simple language the substance of the compact signed on the Mayflower.

3. **THE FIRST WINTER.**—Give a vivid account of the landing. In order to do this you need to become acquainted with the character of the coast around Plymouth, Massachusetts. Read or recite Mrs. Heman's poem, "The Landing of the Pilgrims." Lead the pupils to see how the log houses were built, the privations that the Pilgrims endured, and help them to realize something of the great courage and patience which these people displayed under suffering. Tell the story of their meeting with the Indians, and the treaty of friendship formed. For material, see Volume VI, pages 166–175. Longfellow's "The Courtship of Miles Standish" contains many charming pictures of the home-life of the Pilgrims. Some of these can be read or told to the pupils.

4. **SUPPLEMENTAL STORIES.**—In addition to the stories outlined above, accounts of the lives and work of John Carver, Elder Brewster, Miles Standish and William Bradford should be given if there is time.

72. Other Stories.—The following stories are suggestive of many others that can be treated in a similar manner:

The Settlement of Jamestown. (1) Beginning of the Colony; (2) Captain John Smith; (3) Growth of the Colony (See Volume VI, pages 124–140).

Massachusetts Bay Colony—Volume VI, page 176.

Customs of the Colonists. (1) In New England—Volume

VI, Chapter X; (2) Southern Colonies—Volume VI, Chapter VIII.

Ann Hutchinson.

Roger Williams.

The Dutch in New York.

William Penn and the Settlement of Pennsylvania.

The Jesuit Missionaries.

The Early French Settlements.

Material for all these stories will be found in Volume VI, Part Two.

B. Grammar Grades

73. Topics to be Considered.—The facts learned through the stories about colonization should now be systematically arranged into a body of knowledge. The problem of colonization is more complex than that of exploration, and the teacher must have a complete survey of the field if she would plan the work wisely. This survey will show the following conditions:

(1) So far as influence upon the English Colonies is concerned, the Spanish Colonies have practically disappeared from the field, and need little or no attention.

(2) The Colonies to be considered in order of their importance are the English, the French and the Dutch.

(3) The English Colonies are of three types: the Southern, represented by Virginia; the New England, represented by Massachusetts; and the Quaker Colony of Pennsylvania. Each of these three colonies contributed permanent features to our government and to our religious, social and

educational institutions. If they are studied thoroughly, the others may be passed over lightly.

(4) The French attempts at colonization are of importance because they led to the conflict of claims that brought on the French and Indian War. The social and industrial contrasts between the French and the English settlers should be clearly discerned.

(5) The Dutch established certain customs that have had local permanence in and about New York.

74. Virginia.—For subject matter supplemental to the text-book, see Volume VI, Chapter VII.

I. CONDITIONS IN ENGLAND AT THE BEGINNING OF THE SEVENTEENTH CENTURY.

II. GRANTS OF LAND.

1. The London Company.
2. The Plymouth Company.

Note carefully the boundaries fixed by each of these charters. Have the pupils mark these boundaries on an outline map. Save the maps; they will be needed later on. Note also the provisions for governing the Colonies provided by each of these charters.

III. JAMESTOWN.

1. Newport's Expedition.
 - (a) Character of the Colonists.
 - (b) The sealed orders given Newport.
 - (c) Experiences of the first summer.
2. Captain John Smith.
 - (a) His imprisonment by Newport.

- (b) His influence in the Colony, and its effect.
- 3. Newport's Return.
 - (a) Dissension among the colonists.
 - (b) Complaints from the London Company.
- 4. Smith's departure.
- 5. Lord Delaware.
 - (a) New Charters (1609-1612.)
 - (b) Order restored.
- 6. Sir Thomas Dale.
 - (a) The Military Code extended.
 - (b) Treaty with the Indians.
 - (c) Marriage of Pocahontas (See illustration, Volume IV, Frontispiece).
 - (d) Tobacco culture.

IV. VIRGINIA UNDER A NEW CHARTER.

- 1. Rise of the liberal faction in the London Company.
- 2. The first representative assembly.
- 3. Introduction of negro slavery.
- 4. Introduction of women.
- 5. Importation of indentured servants.
- 6. Sir Francis Wyatt.
 - (a) Organization of a legislature of two houses.
 - (b) Indian uprising.

V. VIRGINIA A ROYAL PROVINCE.

- 1. Overthrow of the London Company.
- 2. Administration of Sir John Harvey.

VI. VIRGINIA UNDER THE COMMONWEALTH.

1. Influx of loyalists.
2. Prosperity of the Colony.
3. New navigation laws.

VII. VIRGINIA AFTER THE RESTORATION.

1. Berkley's administration.
 - (a) Indian depredations.
 - (b) Bacon's rebellion.
2. Other Governors.
 - (a) Suppression of printing.
 - (b) Founding of William and Mary College.
 - (c) Removal of capital to Williamsburg.
3. Administration of Sir Edmund Andrews.

75. Massachusetts.

I. CONDITIONS IN ENGLAND.

1. The Plymouth Company (review the terms of its charter).
2. Previous failures at settlement.
3. Puritanism—its use and meaning. Explain this briefly, but clearly. See Volume IV, Chapters III and IV.

II. PLYMOUTH COLONY.

1. Note the distinction between Presbyterians and Separatists. Volume IV, page 84.
2. Life of the Pilgrims in Holland.
3. Voyage to America.
4. Settlement at Plymouth.
 - (a) The Mayflower compact.

- (b) John Carver, first governor.
 - (c) Hardships and sufferings.
 - (d) William Bradford's administration.
 - 5. Communism abandoned.
 - 6. Settlement with the London stockholders.
 - 7. The Colony's Indian policy.
 - 8. Growth of the Colony.
- III. MASSACHUSETTS BAY (See Volume IV, Chapter IX).
- 1. Origin of the Colony.
 - (a) Settlement near Gloucester.
 - (b) John White and the Puritan emigration.
 - 2. The Charter of the Colony.
 - (a) Quarterly Court.
 - (b) General Court.
 - 3. Growth of the Colony.
 - 4. Removal of the Government to America.
 - (a) John Winthrop.
 - 5. Other settlements.
 - 6. Concentration of authority.
 - (a) Restriction of freemen to church members.
 - (b) General assembly abandoned.
 - (c) Conferring unwarranted power upon officials.
 - 7. Winthrop deposed.
 - 8. The Body of Liberties.
 - 9. Religious dissensions.
 - (a) Roger Williams.
 - (b) Ann Hutchinson.

10. Prosperity of the Colony.

(a) Industries developed.

(b) Harvard College founded.

11. Attacks on the Charter.

12. Character of the settlers and leaders.

76. Pennsylvania.—(See Volume VI, pages 240–249; also Volume IV, pages 349–350).

1. Origin of Penn's claim.

2. Leading characteristics of the Quakers.

3. Attempt at colonization.

4. Penn's treaty with the Indians.

5. Philadelphia founded.

6. Prosperity and dissensions.

Compare the forms of government in the three colonies studied.

77. Other Colonies.—The plans given for the three typical English colonies should be followed in the study of the others; also in the study of French and Dutch settlements. In following these plans place the outline on the blackboard as the subject is developed from day to day (See Sections 11–13).

WARS

78. Introductory.—The plan of wars and battles is clearly defined in the foregoing pages (Sections 43–48). These sections should be studied as a part of your preparation for teaching this phase of history. Many teachers spend too much time on wars to the neglect of more impor-

tant topics. The sections referred to show you how to avoid that error. Let us add here that before you can make a successful plan for teaching a war you must have a clear conception of a war as a whole, including its causes and results, clearly in mind.

A. Elementary Classes

79. War Stories.—War stories should not be told to the beginning classes, but pupils of fifth and sixth grades can use them to good advantage, provided they are carefully selected and properly told. The teacher should not dwell upon the horrors of war nor the carnage of the battlefield. Rather let the story be of a general nature, taking up the chief causes, the narrative of the event and the results. Some of these stories afford the very best means of connecting history and literature, as the story of "Paul Revere's Ride." Children of the fifth grade should be able to read this poem without difficulty. If they cannot, read it to them. Lead them to see the pictures in the story and to follow the rider in his rapid flight. The result, so far as they are interested in it, is that the Americans were warned and the British defeated. The story of *Evangeline* may also be told in this grade, but the poem should not be read until the pupils reach the eighth grade. The sixth grade will enjoy Holmes's "Grandmother's Story of the Battle of Bunker Hill," his "Lexington," and especially his "Boston Tea Party," but the first two will require considerable explanation from the teacher. Most

of the Indian Wars are simple and easily understood, therefore they can be used to advantage as the first war stories. King Philip's War, the Pequod War and Blackhawk's War are good illustrations of what may be attempted. Other stories suitable for these classes are Washington's expedition against the French in 1754; Braddock's Campaign; the Capture of Louisburg, and Wolfe's Capture of Quebec.

From the Revolutionary War one might select the battles of Lexington and Concord, the Battle of Bunker Hill, the Capture of Stony Point, Washington Crossing the Delaware, and the Capture of Cornwallis. The stories from the War of 1812 that will be the most interesting are Perry's battle on Lake Erie and the attack on Fort Henry, which gave rise to the song, "The Star Spangled Banner."

In preparation and presentation follow the plan given under History Stories, sections 57-61; see also Section 92.

B. Grammar Grades

80. General Plan.—Every war has its peculiar features, and to teach it successfully you must have a plan prepared especially for it. However, the plans for all wars should be arranged under three general divisions: the causes; the campaigns; the results. The adaptation of the plan to the war will be found in the detailed outline of each of these divisions. Therefore, for the purpose of showing what features these divisions should contain, we give a detailed plan for teaching one war.

81. The Revolutionary War.—For supplementary matter, read Part Three, Volume VI. Pay particular attention to the maps and the illustrations. Two of these, "Signing the Declaration of Independence," facing page 313, and "Patrick Henry before the House of Burgesses," facing page 357, can be used to excellent advantage. The outline maps are such as can be easily reproduced on the board or on paper by the pupils. Study carefully the colored map facing page 334: this shows the territory under English control at the beginning of the war.

I. CAUSES.—The causes of the American Revolution were economic, political and hostile acts, and existed in both countries, America and England.

1. ECONOMIC CAUSES.

(a) Navigation Acts. These were acts on the restriction of trade. They cover a period of more than a century, and tended to estrange the Colonies from the Mother Country. They can be divided into two classes: (1) Those restricting trade; (2) those restricting manufactures. Acts of the first class were—

- (1) Forbidding the colonies to carry on trade with any nation except England, and requiring all exports to be carried in English or colonial vessels.
- (2) Requiring all imports to be brought from England.

- (3) Imposing duties on goods exported from one colony to another.

The second-class restricted manufactures by—

- (1) Limiting the number of apprentices taken by hat-makers, and prohibiting the exportation of hats.
- (2) Placing duties on rum and molasses imported from any but the British West Indies.
- (3) Prohibiting the erection of mills for the manufacture of steel and iron; also prohibiting exportation of woolen goods from one colony to another.

(b) Taxation.

- (1) The right of internal taxation was claimed by the colonies to rest entirely with them.
- (2) The parson's cause.
- (3) Duties and imports; smuggling; Writs of Assistance (See section 28).
- (4) Parliament resolves to tax the Colonies.
- (5) The Stamp Act. Connect this with the Stamp Act of the United States government in 1898.
- (6) The Stamp Act Congress.
- (7) Repeal of the Stamp Act.
- (8) The Declaratory Act.
- (9) The tax on tea.
The Boston Tea Party.
Non-Importation Societies.

2. POLITICAL CAUSES.—(See Volume IV, pages 449–470; also Volume VI, pages 338, 350–366).

(a) The political situation in England.

(1) Different political ideals in England and America.

(2) Representation in Parliament.

(3) Parties and leaders in England.

The Tory or royalist party.

The Old Whigs.

The New Whigs.

When George III became king, the Old Whigs were in control of Parliament.

(4) The king's relation to existing political parties.

(5) Political reason for attempting to tax the Colonies.

(6) The Townsend Acts.

(7) Constitutional Relations of England to her Colonies.

The American view of Colonial independence.

The British view. In these differences lay the most potent causes of the conflict.

3. HOSTILE ACTS.—Each act of oppression on part of Great Britain was met by one or more acts of resistance on part of the colonists. These acts can not be separated from the economic and political causes which led to them, but for the purpose of placing them clearly before the

pupils, each should be considered as a unit. The most important of them were—

- (a) Circular letters and petitions.
- (b) Resistance to officers of the Crown in their enforcement of the laws.
- (c) Seizure of the sloop "Liberty."
- (d) Non-Importation agreements.
- (e) Quartering of troops by the Government without the consent of the Colonists.
- (f) The Boston massacre.
- (g) Burning of the "Gaspee."
- (h) The Boston Tea Party.
- (i) The Five Intolerable Acts by Parliament.
The Boston Port Bill.
The Regulating or Charter Act.
The Administration of Justice Act.
The Quartering Act (See Volume VI, Section 262).
The Quebec Act.
- (j) Organization of militia companies.
- (k) The Battle of Concord and Lexington.

A Chart

The conflicting claims of the two parties can be clearly shown by placing them opposite each other on a chart. This can be made on large sheets of manila paper and written with colored crayon or a rubber pen. The pupils can copy the chart in their note books.

CAUSES OF THE AMERICAN REVOLUTION

CLAIMS ADVANCED BY PARLIAMENT

1. The great cost of the French and Indian War.

2. The high rate of taxation in England.

3. The authority of Parliament to legislate for the Colonies in all things whatsoever.

4. The rate of taxation was very light and could in no wise be considered a burden.

5. No country had ever allowed its Colonies representation in the home government. Moreover, according to the plan of representation then in vogue, each member of the House of Commons represented the people at large and not any particular constituency. On this supposition the Colonies were represented.

6. The Navigation Acts had conferred favors upon the Colonies by granting bounties on exports and excluding from Britain the products of other countries when these products could be supplied by the Colonies.

CLAIMS ADVANCED BY THE COLONIES

1. The Colonies had paid much more than half the expense of the war in America.

2. The Colonies had always paid their own expenses, and had done their share toward paying the expenses of the war.

3. The charters granted the Colonies guaranteed to the inhabitants the rights of Englishmen. According to the British Constitution these rights included the right of the Colonists to regulate their internal affairs.

4. It was not the rate of taxation but the principle involved, to which the Colonists objected. This was taxation without representation.

5. The claim that the Colonies were represented in Parliament was not made in good faith, and was ridiculous. The first Parliament in 1265 passed a resolution that taxation without representation was tyranny. To levy a tax on the Colonies would repeal this resolution.

6. The Navigation Acts had greatly crippled the commerce of the Colonies and prevented the development of manufacturing industries for which the Colonies were well suited, thus working hardship upon the settlers.

7. In their political organization and acts the Colonies had repeatedly exceeded their authority and set the home government at defiance.

7. The attempt of the king to use his Colonies to further his own political interests was unjust and exasperating, and the measures resorted to by the Colonies were necessary for the preservation of their liberty.

HOSTILE ACTS

ON PART OF THE BRITISH

1. The Stamp Act.
2. Writs of Assistance.
3. Declaration Act.
4. Quartering troops.
5. Sending troops to Boston.
6. Boston massacre.
7. The Five Intolerable Acts.

ON PART OF THE AMERICANS

1. Resistance of customs officers and other Crown officials.
2. Opposition to the Writs of Assistance.
3. Destruction of the "Gaspee."
4. Destruction of Tea.
5. Treatment of the Tories.
6. Organization of militia companies.
7. The Battle of Concord and Lexington.

COLONIAL ORGANIZATIONS

1. Non-Importation Societies.
2. Sons of Liberty.
3. Committees of Correspondence.
4. Minute Men.
5. Colonial Militia.
6. Massachusetts Town Meeting.
7. Continental Congress.

II. CAMPAIGNS.

In the progressive study of the war the best plan is to proceed by years. Emphasize only those battles and movements which are most important. After the ground has been covered in this way, review the work and place contemporaneous events side by side. Consult the colored charts in Volume VIII, "History in Outline and Picture."

1. THE FIRST YEAR OF THE WAR, 1775.
 - (a) Battle of Concord and Lexington.
 - (b) Capture of Ticonderoga.
 - (c) Battle of Bunker Hill.
 - (d) Washington chosen Commander-in-Chief.
2. 1776.
 - (a) Evacuation of Boston.
 - (b) Attack on Charleston, South Carolina.
 - (c) Declaration of Independence.
 - (d) Operations around New York.
 - (e) Washington's retreat through New Jersey.
 - (f) Battle of Trenton.
3. 1777.
 - (a) Battle of Princeton.
 - (b) Operations around Philadelphia.
 - (c) Burgoyne's campaign.
 - (d) Arrival of Lafayette.
 - (e) Articles of Confederation.
4. 1778.
 - (a) The Winter at Valley Forge.
 - (b) The Treaty with France.
 - (c) The Conway Cabal.
 - (d) The evacuation of Philadelphia.
 - (e) Battle of Monmouth.
 - (f) Minor operations.

NEWPORT—STONY POINT—SAVANNAH
5. 1779-1783.
 - (a) Capture of a British frigate.

- (b) The war in the South.
- (c) Benedict Arnold's treason.
- (d) War on the Frontier.
- (e) George Rogers Clark's expedition.
- (f) General Greene in the South.
- (g) Capture of Cornwallis.
- (h) End of the War.

III. RESULTS.

With pupils of this grade the far-reaching results of the Revolutionary War should not be attempted, for a grasp of their meaning requires more extended reasoning than the pupils can successfully follow. Deal only with the obvious and immediate results. These are—

1. THE TREATY OF PEACE.

- (a) Members of the Commission.
 - (1) From the United States.
 - (2) From Great Britain.
- (b) Independence of the United States acknowledged.
- (c) Territorial boundaries fixed.
- (d) Financial considerations.

2. DEVASTATION OF THE COUNTRY.

- (a) Industries destroyed.
- (b) Foreign trade cut off.
- (c) The country financially bankrupt.

3. POLITICAL CONDITIONS.

- (a) Independent state governments.
- (b) An inadequate central government.
- (c) State jealousies.

THE STUDY OF A MILITARY CAMPAIGN

87. Reasons for Special Study.—Perhaps in no phase of history work can the value of type studies be more clearly seen than in the study of military campaigns. A thorough study of one in each war enables the class to pass over the others lightly. We might think that the thorough study of one campaign selected from any war would suffice for all the other wars in American history. This conclusion would not be justified, because conditions change with time; therefore some typical campaign should be selected for each war. The study of a campaign like that of a war can be divided into three parts: the causes, the campaign itself and the results.

Since we have a plan for the study of the Revolutionary War, we will select a campaign of that war for our type study.

82. Burgoyne's Campaign.—This campaign is an excellent unit for study, because it is complete in itself, because it shows the importance of geographical conditions, and because its results were among the most far-reaching of those related to the military events of our history.

I. CAUSES.

1. General Conditions.—In leading up to the study of this campaign you should review the events of the two previous years, and give special attention to the disposal of the British and American forces at the time. In doing this, make frequent references to the map.

2. Previous Failures of the British.
 - (a) Carleton's attempted invasion of New York.
 - (b) Failure to dislodge Washington from Morristown Heights.
3. Necessity of establishing a line of forts from New York to Canada and thus cutting off the New England States from the others.
4. Geographical Features.
 - (a) The valley of the Hudson and Lake Champlain had for centuries been the highway of armies. It was the natural route through this part of the country.
 - (b) In the French and Indian War armies had traversed this route successfully, and this gave reasonable assurance that another army could do the same. The difficulties arising from distances to be travelled, the lack of roads, and the mountainous region to be traversed were either overlooked or underestimated.

II. THE CAMPAIGN.

1. The General Plan.
 - (a) Organization and despatch of Burgoyne's army to Canada.
 - (b) Coöperation of Canadians and Indians—total army of 8000.
 - (c) Coöperation of Howe in New York.

Burgoyne was to move southward from the St. Lawrence River, and Howe northward from

New York until they met, the expected place of meeting being at or near Albany.

2. The March to Ticonderoga.
 - (a) Character of Burgoyne's forces—British, Hessians, Canadians, Indians.
 - (b) Capture of Ticonderoga.
3. From Ticonderoga to the Hudson.
 - (a) Retreat of the Americans under St. Clair.
 - (b) Battle of Hubbardton; its importance.
 - (c) Burgoyne's situation.
 - (1) There were no roads over which to move his artillery and baggage.
 - (2) His force was weakened by the detachment left to guard Ticonderoga.
 - (3) His soldiers were unaccustomed to manual labor and were ill suited to the tasks of building roads and bridges.
 - (4) Officers and men were in a strange country.
 - (5) The British were surrounded by an unseen foe consisting of men thoroughly versed in woodcraft, familiar with every mile of the route over which the army was moving. They were also expert hunters and rifle men.
 - (6) The progress of the army was very slow, sometimes not more than a mile a day.
 - (7) Supplies were running short.
 - (8) The Canadians and Indians were beginning to desert.

- (9) Americans from all directions were hurrying to join General Schuyler's forces at Fort Edward.

4. The Battle of Bennington.

(Two of the cannon captured in this battle are in the Vermont state capitol at Montpelier.)

5. The American Position.—The American forces march toward Saratoga. General Schuyler is superseded by General Gates.

6. The Surrender.

(a) Washington keeps Howe from leaving New York.

(b) Burgoyne's critical condition. Surrounded by vastly superior numbers, he could neither advance nor retreat.

(c) Battles of Bemis Heights and Freeman's Farm.

(d) Burgoyne's surrender.

7. St. Leger's Expedition.

III. RESULTS.

1. British Chagrin.—Burgoyne was placed in command of the largest and best equipped army sent to America during the war. Its capture was a serious blow to British military prestige.

2. General Encouragement.—The brilliant victory at Saratoga caused general rejoicing throughout the Colonies and strengthened every American's allegiance to the cause of independence.

3. Prestige Abroad.—This victory gave the American cause a standing before the governments of Europe which

it had not before attained, and led to an alliance with France.

4. One of the Decisive Battles of the World.—The capture of Burgoyne's forces was the turning point in the war, and as such it was the event that determined the establishing in America of a free and independent nation. Because of this, the Battle of Saratoga is considered one of the fifteen decisive battles in the world's history.

83. Presentation.—The success of a type study like this depends upon the teacher's ability to present it in an interesting and forceful manner. Study the campaign until you are thoroughly acquainted with all phases of it. Get into your mind vivid pictures of the country as it was then, of the British army on the march—first up the lake in boats, then through the forest. Get an equally clear picture of the American forces—without uniforms, poorly organized, but intensely in earnest, and skilful as marksmen. See them destroying at night the roads and bridges that the British constructed during the day. Burgoyne was defeated before he crossed the Hudson.

Get a good idea of the action in each of the battles, and of the work of Benedict Arnold, Philip Schuyler and Daniel Morgan, the American commanders to whom the success of the engagements was due.

Give as complete an account of the battles of Hubbardton and Bennington as the time will permit, and give a similar account of St. Leger's expedition.

Tell the story. It matters not what the grade of your class is. Draw your map as you talk, placing upon it only those points to which you need to call attention. The extent to which you can hold the interest of your class is the measure of your success.

Have the pupils repeat the story the next day. End the exercise with a written review in which the pupils will draw a map, to use as you used yours in telling the story.

84. Other Campaigns.—The following campaigns are suggested for type studies in American history:

In the French and Indian War, Braddock's campaign and Wolfe's campaign against Quebec. If there is time for only one, take the latter, because of its greater importance.

In the War of 1812, Perry's battle on Lake Erie.

In the Mexican War, General Scott's campaign against the City of Mexico.

In the Civil War, Lee's invasion of the Northern states, ending with the Battle of Gettysburg; the campaign against Vicksburg, or Sherman's march to the sea. All are good; choose the one you like best.

FORMING THE NATIONAL GOVERNMENT

85. Difficulties to be Overcome.—The history of the formation of our government presents a number of difficulties to most classes of the grammar grades, and the teacher who would make a success of this part of the work must foresee the obstacles in the way and remove them. Chief among these difficulties are—

1. **FAILURE TO UNDERSTAND THE SUBJECT.**—The underlying principles of our government are not readily grasped by children unless they can be explained by concrete illustrations. Therefore some phase of local government should be used to explain similar phases of national government. (See Sections 52-54.)

2. **FAILURE TO CONNECT THE CONSTITUTION WITH PREVIOUS MEASURES.**—Many pupils look upon the Constitution as something entirely new to the convention which framed it, whereas it was the outgrowth of nearly two centuries of political development.

3. **ATTEMPTING TOO MUCH.**—With classes below the high school only the leading facts should be studied and these should be made plain. Be sure that the pupils get clear ideas. Use concrete illustrations whenever necessary.

86. Early Steps Toward Union.—The Union sentiment began to develop soon after the New England Colonies were settled, and in this beginning we find the origin of the movements which led up to the formation of its Federal Government; therefore all these movements should be considered. The class has noticed them in the order of their occurrence, but now that you have arrived at the point where the Constitution is to be considered, they should be separated from the rest of the history and considered together, taking each in the order of its occurrence.

1. **COLONIAL GOVERNMENTS.**

(a) The New England type (See Volume VI, Sections 112, 121, 123, 128).

- (b) The Virginia type (See Volume VI, Sections 69, 72, 82). It will be helpful to read all of Chapters IX and X in that volume.

2. THE NEW ENGLAND CONFEDERATION (Volume VI, Sections 147-149).

3. THE ALBANY PLAN (Volume VI, Section 227, page 304).

4. THE STAMP ACT CONGRESS (Volume VI, Sections 245, 246).

5. COMMITTEES OF CORRESPONDENCE (Volume VI, Section 260).

87. Continental Congress.—With the meeting of this congress political relations with the Mother Country were virtually severed, notwithstanding the fact that the first congress sent a final appeal to Great Britain. The Colonies were now banded together in a common cause, and the sentiment for union was greater than that for allegiance to Great Britain. (Volume VI, Section 265.)

1. THE FIRST CONGRESS.

- (a) Declaration of Rights.
- (b) Non-Importation agreement.
- (c) Provision for the next congress.

2. THE SECOND CONGRESS.—This body continued until the formation of the government under the Constitution. It is not necessary here to consider all of its measures. Those especially relating to the formation of the government are—

- (a) The Declaration of Independence (this should be read to the class).

- (b) Financial measures, especially those providing for the issue of paper money.
- (c) The Articles of Confederation.
- (d) Creation of a public domain.
- (e) Ordinance of 1787.

88. Conditions at the Close of the War.—These conditions are important because they were the impelling force which led to the Constitutional Convention. (Volume VI, Chapter XIX.)

1. **STATE GOVERNMENTS.**—These were formed after the adoption of the Declaration of Independence, and were based on the charters of the respective colonies.

2. **FINANCES.**—The paper money issued by Congress was worthless, and neither the states nor the nation could pay their debts.

3. **COMMERCE.**—Commerce had been destroyed by the war, and the states, by placing duties upon exports to and imports from other states, were hindering its revival.

4. **UNREST.**—The States were jealous of each other, the army had not been paid, poverty and hardship developed a general feeling of dissatisfaction among the people, which meant disaster to the new government unless it could be checked.

89. The Constitutional Convention.—(Volume VI, Chapter XX.)

1. **THE ANNAPOLIS CONVENTION.**

- (a) States represented.
- (b) Results.

2. CONSTITUTIONAL CONVENTION.

- (a) The call.
- (b) The members.
- (c) The compromises.
- (d) The finished work.

90. The Constitution.—Discuss only the leading features, as the three departments of government and the chief duties of each; Congress, and how the members of each branch are chosen, and the formation of the Supreme, Circuit and District Courts. Compare the leading features of the Articles of Confederation and the Constitution, as follows:

THE CONSTITUTION

1. The constitution provides a national government based more or less on the will of the people.

2. Representation in the lower house of congress is based upon the population of the state. Each state has two senators. Each member of congress has one vote.

3. The supreme court has jurisdiction over all disputes between states.

4. No state is allowed to coin and issue money.

5. The power to regulate commerce and raise revenue is vested in the national government.

THE ARTICLES OF CONFEDERATION

1. The articles pledged a league of the states.

2. Congress consisted of only one branch; each state, whatever its number of delegates, had only one vote.

3. Congress decided disputes between states.

4. Congress shared with the states the power to coin and issue money.

5. The power to regulate commerce and raise revenue was wholly under the control of the states.

6. Congress has power to declare war and to raise and maintain an army and navy. If necessary, it can draft men for this purpose.

7. Congress now has power to levy and collect taxes.

8. Congress can authorize and execute all laws necessary for carrying into execution the powers conferred upon it.

9. Congress has power to guarantee the payment of loans contracted by the United States.

10. The constitution has been found adequate to every emergency that has arisen.

6. Congress could declare war, but the power to raise troops was within the control of the states.

7. Congress could not collect taxes from the states.

8. Congress could not compel the observance of laws.

9. The payment of borrowed money could not be guaranteed.

10. Congress could declare everything, but could do nothing.

Literature

91. Value.—The use of literature with history lends interest to the subject and at the same time enables the teacher to introduce valuable lessons on the moral effects of leading acts and events. The chief American poets, Longfellow, Bryant, Whittier, Emerson, Lowell and Holmes have clothed some of these lessons in imperishable language, and when their poems are associated with the events which they describe they impress the results of those events upon the memory as nothing else can. To illustrate: what is comparable, in portraying the results of the Battle of Concord and Lexington, to Emerson's immortal stanza:

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world

What more forcefully illustrates the spirit that has always actuated American patriots than Longfellow's lines from "Paul Revere's Ride":

A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of that steed
And the midnight message of Paul Revere.

These two illustrations are typical of many others that might be cited. The teacher should realize the value of those portions of our literature which relate to history, and then use these selections in connection with the events which they describe.

A. Elementary Classes

92. Literature and History Stories.—Many excellent history stories can be obtained from literature. For younger classes Hawthorne's "Grandfather's Chair" furnishes a large number that are of special interest, and they are so simple that they require little or no adaptation. Classes in the fifth grade will enjoy stories from Cooper's works, and selected chapters from "The Leather Stocking Tales" can be read to them with excellent results. These readings serve a double purpose; they convey information and also lead the pupils to acquire an interest in Cooper, so that later they will read all his stories.

Under the plans for history stories (Sections 57, 58), a number of selections are named and their place in history

indicated. You should follow these suggestions for other selections which you wish to introduce. If you tell the story of the battles of Concord and Lexington, the pupils should memorize Emerson's "Concord Hymn." They should also read or have read to them "Paul Revere's Ride," but the study of this poem would better be deferred until the fifth or sixth grade.

For the position of our most prominent writers, see Volume VI, page 320; Volume VII, pages 356-427; Volume VIII, page 44. These references will show what writers can be used in the different periods.

B. Grammar Grades

93. Literature and the Text-Book.—Many of the stories and poems used in the elementary classes should be repeated and elaborated in the grammar grades, as in the course of their study the pupils reach the events to which they are respectively related. In the elementary classes the story is simply told and some poems are memorized. In the more advanced classes these selections should be used in a different manner. In the study the meaning of the selection in its relation to the event should be brought out, something of the author's life should be given, and if the story of the writing of the selection can be told it adds very much to the interest of the lesson.

To make this point clear let us again refer to the selections previously cited. In the elementary class the pupils memorized the "Concord Hymn;" when they study the

battle from the text-book they should not only repeat the hymn but also learn the occasion for its being written, and try to comprehend something of its wonderful meaning. They may have previously read "Paul Revere's Ride," but they should now review the poem with map in hand that they may see clearly the importance of Revere's work. They should also be led to see the probable consequences had the Americans not been warned of the approach of the British. More than all, they should understand that the entire poem was written for the purpose of setting before the people the thought contained in the last twelve lines, and when they learn that the poem was written soon after the outbreak of the Civil War this fact is clearly seen.

Use the selections given in the following section in a similar manner. For the study of the biography of an author see the outlines on Franklin and Longfellow, Volume VIII, pages 454 and 463, also study the illustrations accompanying these outlines.

94. Material.—The following selections will be found excellent for increasing the interest in the history lessons; they will doubtless suggest others which can be added as time permits.

1. THE COLONIAL PERIOD.—Franklin's "Poor Richard's Almanac" and his "Autobiography;" "The Skeleton in Armor," Longfellow, and "The Landing of the Pilgrims," Mrs. Hemans.

2. THE REVOLUTIONARY WAR.—"The Concord Hymn," Emerson; "Paul Revere's Ride," Longfellow; "The Rising

of '76," Read; "The Boston Tea Party" and "Grandmother's Story of Bunker-Hill Battle," Holmes; "The Song of Marion's Men," Bryant.

3. THE WAR OF 1812.—"Old Ironsides," Holmes; "The Star Spangled Banner," Key.

4. THE MEXICAN WAR.—"The Angels of Buena Vista," Whittier; selections from "Biglow Papers," First Series, Lowell.

5. THE CIVIL WAR.—"Our Country's Call," Bryant; "Barbara Fritchie," Whittier; "The Cumberland" and "Killed at the Ford," Longfellow; "Dying Words of Stonewall Jackson," Lanier; "Voyage of the Good Ship Union," Holmes; Lincoln's Gettysburg Address; "The Death of Lincoln," Bryant; "The Blue and the Gray."

6. MISCELLANEOUS.—The following selections are not closely identified with any special period, but they are important and should be studied before the history work is completed. "The Arsenal at Springfield," "The Building of the Ship," "The Courtship of Miles Standish," and "Evangeline," Longfellow; "William Lloyd Garrison," "Massachusetts to Virginia," "The Poor Voter on Election Day," "Bartholdi's Statue" and selections from "Snow-Bound," Whittier; "Union and Liberty," Holmes; "Columbus," "The Present Crisis," Lowell; "The American Flag," Drake; "America," Smith.

Art

95. Use of Pictures and Statuary.—Every child loves a picture or a statue, provided its meaning comes

within the child's comprehension. Painting and sculpture have always been valuable aids to the study of history, since they portray historic scenes and leading characters in imperishable materials, and the teacher should make all possible use of these aids in connection with the history work. However, before she can do this successfully she must make such a study of the picture or statue as will enable her to call attention to the leading features and to explain their meaning to the class. She should also be able to give a brief sketch of the artist and call attention to some of his other works.

96. Material.—Of the forty-eight colored pictures in this work, sixteen relate directly or indirectly to American history. The brief description appearing with each picture gives an idea of its purpose and its place in history. In addition to the colored pictures there are hundreds of half-tones and etchings, each telling its own story. In the best text-books there are also many illustrations of historic value, and, as in the volumes of this work, the illustrations in the text-book are placed there to assist the pupil in understanding the subject-matter. They should not be passed over unnoticed, but should be studied as the author intended. If the teacher wishes to supply the class with copies of an important picture, the pictures can be procured from the Perry Pictures Company, Malden, Mass., for a penny each.

A. Elementary Classes

97. Picture Stories.—Select a picture of historic significance, as "The Return of the Mayflower," Volume

VI, page 170. The picture should be simple, so that the pupils can easily comprehend its meaning, and the best results are obtained by placing a copy in the hands of each pupil.

Supposing your lesson is upon this picture, we will assume that the pupils have been told the story of the Pilgrims and their landing at Plymouth, so that they know about the "Mayflower." What meaning did the artist intend to convey by this picture, and what lesson should the pupils glean from its study? Evidently the purpose of the artist was to portray the patience and resolution of the Pilgrims which enabled them to devote their lives to the consummation of a great purpose, even though in accomplishing that purpose they must leave the land of their birth and submit to the dangers and privations of pioneer life.

All of this and more is represented in the figures in the foreground. Study their attitude, the expression upon their faces, the simple garb and the far-off look as they gaze upon the distant ship disappearing beneath the horizon. Lead the pupils to see these features in the picture by skilful questions.

Who are the people in the foreground?

Can you see the "Mayflower"? Where is it?

What other people appear in the picture?

Look at the faces; what does their expression tell you?

Do you think these people are sorry that they did not go back on the ship? Why do you think so?

What did the Pilgrims do after the "Mayflower" left?

A brief sketch of the artist may be added to the lesson, but this is not essential. This picture is admirably adapted to this sort of study because it is so simple, and the figures in the foreground tell the entire story.

Many other pictures can be studied in a similar manner. Determine what you wish the pupils to see in the picture, and then lead them to see it by skilful questioning. After the picture has been studied in this way have the pupils tell the story that it conveys; or the teacher may tell the story first and have the pupils tell it after her.

B. Grammar Grades

98. Plan.—In grammar grades pictures and statuary should receive more systematic attention. Complete plans for conducting picture studies in these grades are found in Volume VIII, page 491 and pages 496–499.

PART THREE
Supplement



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CONTEMPORARY AMERICANS

Divided in politics—united in their devotion to the Great Republic.

CHAPTER I

THE ADMINISTRATION OF WOODROW WILSON

1. **A New Political Era.**—With the inauguration of President Wilson, the government of the United States, for the first time since Cleveland's second term, passed completely into the hands of the Democrats. President Wilson began his term of office with a large majority in the House and a small but safe majority in the Senate. The Democratic leaders who had opposed Wilson's nomination now recognized him as the leader of their party, and Wilson's program became their program.

Yet the President's inaugural address sounded a warning note. The Democratic victory, he said, "means much more than the mere success of a party. . . . No one can mistake the purpose for which the nation now seeks to use the Democratic party. It seeks to use it to interpret a change in its own plans and point of view. . . . Our life contains every great thing, and contains it in rich abundance. But the evil has come with the good, and much fine gold has been corroded. At last a vision has been vouchsafed us. . . . We see the bad with the good, the debased and

decadent with the sound and vital. Our duty is to cleanse, to reconsider, to restore, to correct the evil without impairing the good, to purify and humanize every process of our common life without weakening or sentimentalizing it." This address the President read in person to Congress, thus reviving the custom of Washington and John Adams.

2. Achievements in Legislation.—The President's inaugural address further specified some of the evils to be corrected, including the tariff, the banking and currency system, and the trusts. Within two years President Wilson, in the face of considerable opposition, even from members of his own party, succeeded in forcing through Congress a series of bills which were designed to remedy some of the faults of the existing financial and economic system. Congress was in continuous session from April 7, 1913, to October 24, 1914, a period of one year, six months and seventeen days; this was the longest continuous session ever held by Congress.

1. THE TARIFF.—Immediately after his inauguration President Wilson summoned Congress in special session to meet on April 7. Six months later, on October 3, he signed the Underwood-Simmons tariff bill, which represented the chief labor of the session. In contrast to the Payne-



OLD GLORY, PAST AND PRESENT



WOODROW WILSON

BEARER OF A NATION'S BURDEN.

No other President since Abraham Lincoln has faced problems of such magnitude as have confronted Woodrow Wilson. Within two years after he took office he had secured the enactment of notable legislation affecting the tariff, the trusts and the federal banking system. Hardly were these domestic problems out of the way when the outbreak of the great War of the Nations added enormously to his burden. On the President rested the responsibility for preserving the nation's rights and honor, and also for keeping the United States free from entanglement with any of the warring nations. The President protested to Germany against the submarine attacks on merchant ships, and challenged the right of the Germans to sink the *Lusitania*, the *Arabic* and other ships. After months of negotiation he won his point and the assurance that passenger ships would not be sunk by submarines except under the accepted rules of war.

His years as President were the climax of a life of devotion to high ideals. Woodrow Wilson was born on December 28, 1856, at Staunton, Virginia. After his graduation from Princeton in 1879, he studied and practiced law, but soon gave this up for the more congenial pursuits of writing and teaching. His books on *Congressional Government* and *The State* are standards, and are the text-books in many schools and colleges. His most ambitious work is *The History of the American People*, a comprehensive account in five large volumes.

As a teacher of history and political economy, Wilson won marked success in turn at Bryn Mawr College, Johns Hopkins University, Wesleyan University, and finally at Princeton University, where he was professor from 1890 to 1902. In the latter year he was elected president of the university, being the first layman to hold this office. His presidency was notable for reforms in the curriculum and in administration; probably the most interesting was the introduction of the preceptorial system, under which the students are given closer personal attention by members of the faculty. In 1910 he was elected governor of New Jersey, a position in which he demonstrated his ability as a popular leader, and showed many statesmanlike qualities. As the Democratic governor of a state normally Republican, he was logically a prominent candidate for the Democratic nomination for President in 1912. He was nominated, and after an exciting three-cornered campaign was chosen to the greatest elective office in the world.

Aldrich Act of 1909 and all the tariff bills passed since the Civil War, this act fixed many duties for revenue rather than for protection. Under the old tariff the rates had been high and complicated, both ad valorem and specific duties being levied; most of the rates under the new act were ad valorem. The new tariff placed raw wool on the free list, and reduced by about one-half the duties levied on woolen manufactures. The removal of the duty on sugar was bitterly opposed by the congressmen from Louisiana and from the western states which produce beet sugar. The President, however, stood firm for free sugar, and it was finally provided that after May 1, 1916, sugar should be imported free of duty. A total of 938 rates were reduced, 86 were increased, and 307 remained unchanged. The average duty established by the Underwood-Simmons Act was 26 per cent, or about one-half of the average under the Payne-Aldrich Act.

The Income Tax.—The tariff law was passed in obedience to the call of the people for cheaper raw materials and manufactured goods used by the poor and middle classes, and for a greater tax on the rich. To compensate the loss of revenue caused by the changes in duties, Congress added to the tariff bill a section providing an income tax, authorized by the Sixteenth Amendment to the Constitution. The tax is graduated from one to

seven per cent, all incomes below \$3,000 being exempt. The exemption on the joint income of a husband and wife who are living together is \$4,000. The machinery for collecting the income tax is complex, but so far as possible it collects taxes at the source—the employer pays the tax for his employee, the tenant for his landlord, etc.

2. BANKING AND CURRENCY.—The banking and currency system of the United States dated from 1863. It was in the beginning merely an expedient, and it soon became inadequate. A more flexible currency and better control of bank reserves were the essentials of a new system. The President was anxious to secure the passage of a new banking law before the end of the special session, and committees of Congress were considering banking problems while the tariff bill was being pushed through its various stages. The Federal Reserve Act was not signed by President Wilson, however, until December 23, three weeks after the special session ended and the regular session began. The law became effective at once, but a whole year passed before the organization of the new system was completed.

Under this law of 1913 twelve federal reserve banks were organized—at Boston, New York, Philadelphia, Richmond, Atlanta, Chicago, St. Louis, Minneapolis, Kansas City, Dallas, and San

Francisco. Each national bank subscribed six per cent of its own capital and surplus to the stock of the new reserve bank. The reserve bank does not deal with the public but with its member banks, for whom it rediscounts notes and other commercial paper which they have bought. The reserve bank may pay for these notes out of its available funds, or it may issue federal reserve notes.

3. THE TRUSTS.—The third feature of the Administration's legislative program concerned the regulation of trusts. Congress adjourned for the holidays on December 23, 1913, and in January, when it met again, the first bills considered were the five trust bills supported by President Wilson. In their final form these were reduced to two, the Clayton Act and the Trade Commission Act. The Clayton Act was designed to supplement the Sherman Anti-Trust Law of 1890, and defines more carefully various legal and illegal actions. The law prohibits price-cutting, except under certain unusual conditions, forbids agreements between manufacturer and dealer by which the latter agrees to handle only the former's product, and prohibits holding companies when their effect is to lessen competition. Interlocking directorates are also prohibited.

The Trade Commission Act created a commission of five members, to be appointed by the Presi-

dent for terms of seven years, at an annual salary of \$10,000. Its powers over large corporations engaged in interstate trade correspond to those of the Interstate Commerce Commission over common carriers. Its decisions are subject to review by the courts as to points of law, but not as to points of fact. The creation of the commission was generally approved by economists and business men, and was accepted as a great step forward in the organization of American industry.

3. Seventeenth Amendment.—In May, 1912, Congress passed an amendment to the federal Constitution providing for the direct election of senators by the voters of each state. This amendment was the seventeenth; the sixteenth, relating to the federal income tax, had been proclaimed a part of the Constitution by President Taft. All but twelve of the states ratified the seventeenth amendment, and on May 31, 1913, it was declared in force.

4. Opening of the Panama Canal.—The end of 1913 saw the practical completion of the Panama Canal. There remained only a few details, and the difficulties caused by the slides in Culebra Cut, to delay the formal opening. The Culebra Cut, by order of President Wilson, was renamed Gaillard Cut, in honor of Lieutenant-Colonel David D. Gaillard, who was in charge of this section of the work until August, 1913, when a complete nervous break-

down from overwork forced him to ask leave of absence. Gaillard died on December 5, in his fifty-fourth year, giving his life to his country just as bravely as any soldier on a battlefield.

The first vessel to pass through Gatun Lake and the locks was the government tug *Gatun*, on September 26, and on October 10 President Wilson, by pressing an electric button in the White House, gave the signal for blowing up the Gomboia dike, which held back the waters of the lake from Culebra Cut. May 10, 1914, was the date originally set for the opening of the canal to commerce, but the actual opening was delayed until August 15. On the latter date the government steamship *Ancon* made a trip through the canal, from ocean to ocean, in nine hours. On the very next day several merchant steamships passed through the canal, and in spite of the interference to commerce caused by the outbreak of the war in Europe, traffic increased steadily.

The total cost to the United States, from the purchase of the rights of the French company in 1902 to the completion of the canal in 1914, was about \$525,000,000. This included \$40,000,000 paid to the French company and \$10,000,000 to the Republic of Panama. The successful completion of the work was due largely to George Washington Goethals, the army engineer who was in charge

of construction after 1907, and his efficient staff. In recognition of his services he was promoted in 1909 from the rank of major to that of colonel, and in 1915 was created major-general by special



Photograph by Clinedinst

GEORGE W. GOETHALS

act of Congress. Much credit also belongs to General William C. Gorgas, who was in charge of sanitation. He, too, was made major-general in 1915 by Congress.

CANAL TOLLS.—

On August 24, 1912, President Taft signed a bill called the Panama Canal Act, which fixed the form of perma-

nent government in the Canal Zone. The President was authorized to appoint a governor for a term of four years, the appointment being subject to the approval of the Senate. The governor has exclusive control over the Canal Zone, and performs all duties connected with the civil administration. The first

governor was General Goethals, who was appointed in 1914.

One feature of the Panama Canal Act caused much discussion, and for a time threatened a serious dispute with Great Britain. This was a clause allowing American-owned ships free passage through the canal, while foreign ships paid a toll of \$1.25 per net ton of registry. The British government protested that this was a violation of the Hay-Pauncefote Treaty, in which Section 1 of Article III reads as follows:

"The canal shall be free and open to the vessels of commerce and of war of all nations observing these rules, on terms of entire equality so that there will be no discrimination against any such nation, or its citizens or subjects, in respect to the conditions or charges of traffic, or otherwise. Such conditions and charges of traffic shall be just and equitable."

A large part of the American people believed that the act of Congress was not a violation of the treaty, because they interpreted the words "of all nations" as meaning all foreign nations, but not the United States. Shortly after his inauguration, however, President Wilson let it be known that he favored the repeal of this clause, and on March 5, 1914, he appeared in person before Congress and requested this action.

In answer to his appeal the House of Representatives repealed the clause on March 30. In the Senate there was stubborn opposition to the

President's policy, but its reasonableness was finally impressed on a majority, and on June 11 the clause was repealed by the Senate, with the amendment that the repeal was not a waiver of any rights. The amendment was accepted by the House, and the bill was signed by President Wilson on June 15.

5. Two Expositions in California.—To celebrate the opening of the canal two expositions were held in California in 1915. Ground for the Panama-Pacific International Exposition was broken by President Taft on October 14, 1912, and every building was completed when the exposition opened on February 20, 1915. It closed on December 4, 1915.

Like all other great expositions, the one at San Francisco included representative exhibits from all parts of the world. Forty foreign nations sent products for display, as did forty-six of the states. The great distinction of this exposition, however, was in its architectural scheme and in the decoration and lighting. The grounds covered an area of 625 acres on the south front of San Francisco Bay, just inside the Golden Gate. The main buildings were eleven in number, all in the Spanish Renaissance or Italian Renaissance style. The central architectural feature was the Tower of Jewels, which dominated the entire exposition. Throughout the grounds all illumination was by indirect light-



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THE TOWER OF JEWELS

The central feature of the Panama-Pacific Exposition at San Francisco.
It was 433 feet high, and its base covered one acre.

ing, thousands of lamps being hidden away in cornices and other concealed spots.

For the first time a uniform scheme of soft colors was adopted for a great exposition. Absolutely no dead white was used anywhere in the decorations or for any of the buildings. Even the cement sidewalks were given the same color as the buildings, a delicate tint of buff. The coloring matter was mixed with the sand and cement and the mixture used on the buildings.

In the decorations many brilliant colors were used. The buff colonnades were relieved against inner walls of Pompeiian red, and the capitals and friezes were in gold, blue, and a rich burnt orange. Some of the domes were of gold, others of copper-green; the roofs were mainly a rich red or sky blue. Yet all these colors were held together by the soft tones of the predominating buff.

PANAMA-PACIFIC EXPOSITION.—During the whole year 1915 this exposition, at San Diego, in southern California, was open. Though not as large as the one at San Francisco, it, too, was architecturally noteworthy. All the buildings were in the Spanish colonial style, and their towers, minarets and red-tiled roofs rose in a splendid confusion above countless palms, shrubs and flowers.

The entrance to the grounds was over a bridge 900 feet long, spanning a deep ravine. The main

avenue, El Prado, is shown in the illustration. Perhaps the most important exhibits were those relating to the history of the Southwest.



LOOKING WESTWARD ALONG EL PRADO, SAN DIEGO

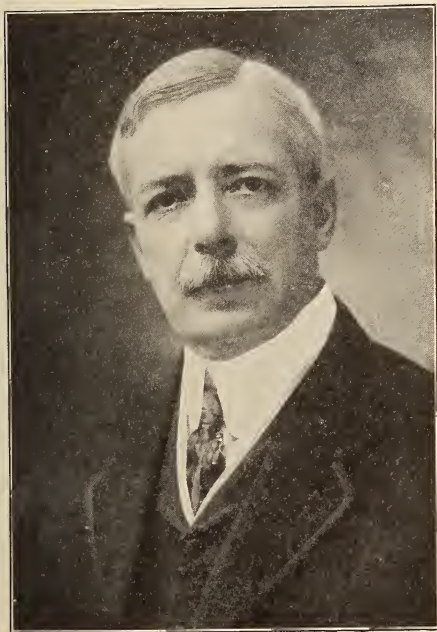
6. The Bryan-Wilson Peace Treaties.—One of the most striking advances in the arbitration of disputes between nations was the negotiation by Secretary Bryan of a series of treaties between the United States and most of the civilized countries of the world. In the words of President Wilson, “The parties agree that all questions, of whatever character and nature, in dispute between them, shall, when diplomatic efforts fail, be submitted for investigation and report to an international commission; and the contracting parties

agree not to declare war or begin hostilities until such investigation is made and report submitted.”

This principle was suggested for the consideration of thirty-nine countries, thirty-six of which promptly accepted it. In the course of 1913 and 1914 treaties were negotiated and ratified with more than half of this number, including Argentine Republic, Bolivia, Brazil, Chile, Denmark, Great Britain, Norway, Portugal, Spain, Sweden, and Switzerland. The life of the treaties is limited to five years, and the parties are not bound by the findings of the commission. Each nation reserves the right to act as it sees fit after the report of the commission has been received.

7. Relations with European Nations.—While the Bryan-Wilson treaties were being negotiated and approved, the assassin's bullet started a world-wide war which at times threatened disastrous consequences to the United States. Soon after the War of the Nations broke out it became apparent that both sides were going to disregard the rights of neutrals, particularly of neutral commerce on the high seas. Great Britain's naval supremacy gave her command of the ocean, which she used to shut off all sea commerce from or to Germany. Germany, in return, tried to stop all British commerce. The problem became most acute for the United States after the sinking of the

Lusitania. This great vessel was sunk by a submarine torpedo on May 7, 1915, with a loss of 1,150 men, women, and children, including 110 Americans. The outraged public sentiment found ex-



Photograph by Clinedinst

ROBERT LANSING

pression in the vigorous protests of President Wilson to the German government. The first of the protests was signed by Secretary of State Bryan, but the second and the third were signed by Robert Lansing, his successor. Bryan resigned from the cabinet on June 8, 1915, because he

believed that the United States should not insist on a rigid maintenance of the rights of neutral commerce and noncombatants, but should warn the citizens against the dangers of traveling in the war zone. The President, however, insisted on the letter of international law, that no mercantile

ship bearing passengers, whether enemy or neutral, should be sunk without warning and without an opportunity for the escape of the passengers and crew. After much negotiation the German government gave assurances that orders to that effect had been given to its submarine commanders. Germany, moreover, disavowed the torpedoing of the *Arabic* on August 19, 1915. The *Arabic* had been one of the largest of the vessels carrying munitions from the United States to England, and was returning to New York for another load when it was sunk off the Irish coast.

MANUFACTURE OF MUNITIONS.—The war in Europe also had a sudden, spectacular influence on American industry. Soon after the war broke out the nations allied against Germany began to buy supplies of all kinds in the United States. The greatest purchases were in guns and ammunition of various kinds. Rolling mills and steel works, locomotive works, and dozens of plants of every description turned aside from their regular work and made nothing but war munitions. This feverish activity led to a great increase in exports, while the imports naturally declined, thus causing a large increase in the bills of exchange drawn on London. American manufacturers presented bills in such numbers that exchange fell from a normal of \$4.85 to \$4.50 for £1; in other words, where the loss

had formerly been nominal, an American manufacturer now lost about 35 cents on every \$5 he had to collect in Great Britain.

LOAN TO THE ALLIES.—This extraordinary situation was slightly relieved in September, 1915, by the arrangement of a loan of \$500,000,000 to Great Britain and France. These countries sent commissioners to arrange terms with the leading bankers of the United States, and subscriptions to the loan were closed early in October. All proceeds of the loan are to be used in paying for supplies, including war munitions, bought in the United States. This is the first time in history that Great Britain has borrowed from a foreign nation.

RECALL OF DR. DUMBA.—Just at the time the commissioners for the loan were completing arrangements, the Austrian ambassador, Dr. Constantin Dumba, was involved in difficulties with the United States. He was sending confidential reports to Vienna through an American newspaper correspondent, who was detained by the British. Papers found on him showed that Dr. Dumba had been attempting to cause strikes in American factories and thus delay or even prevent the manufacture of war supplies for the allies. This activity was regarded by the United States government as a violation of its neutrality. At the President's request Dr. Dumba was recalled by his government.

CHAPTER II

MEXICO SINCE 1867

8. The Rule of Diaz.—After the fall of Maximilian's empire in 1867, Mexico again became a republic, with Benito Juarez as President. In spite of several uprisings, Juarez maintained control of affairs until his death in 1872, but his successor, Lerdo de Tejada, was not so fortunate. About 1870 it began to appear that Lerdo de Tejada was planning to make himself dictator, and in the next year Porfirio Diaz began a revolution against him. Diaz, next to the President, was undoubtedly the foremost Mexican. He had been one of the leading military commanders in the struggle against the French and had been a candidate for the Presidency in 1867 and in 1871. The President was reëlected in the summer of 1876, but in November his forces were defeated by the revolutionists, and in January, 1877, he was forced into exile.

On May 2, 1877, Porfirio Diaz was formally declared President, thus beginning a rule which continued, with the exception of the years 1880-1884, until 1911. Throughout the whole of this

period Diaz was not merely the head of the government, he *was the government*. Politically, the history of Mexico is unimportant, for Diaz ruled with an iron hand. Judged by some standards, he was a remarkably capable ruler. He enforced law and order, developed the resources of his country, encouraged old and new industries, improved the educational methods, strengthened Mexican credit abroad, and reduced the national debt.

But all of Mexico's progress was at the expense of its poorest citizens. Outwardly Mexico was prosperous, but economically its condition was unsound, for the wealth of the nation was centered in the hands of a few. Some of these few were foreigners who were exploiting Mexico for profit. The poor were shut out from the use of the land and its resources; the mines and the forests were put in the hands of foreign capitalists as "concessions," and the farms were mostly owned by a few great land-owning families.

Mexico thus gradually became an oligarchy. The politicians and land owners who surrounded Diaz argued that the continued reelection of Diaz was necessary to the nation's business prosperity. These men were the *cientificos*, so called because they claimed to be governing on scientific principles. In fact their administration was corrupt, from the top to bottom.

9. The Fall of Diaz.—In spite of occasional rumblings, Diaz remained President until 1911. Shortly before the elections of 1910 there appeared a little book called *The Succession to the Presidency*, by Francisco Madero. Madero was himself a large land-owner in Coahuila, but since 1900 had lived in Mexico City, and had become one of the leaders of the opposition to Diaz. The book was an attack on Diaz and the methods by which he maintained his supremacy. It was followed by the announcement that Madero was a candidate for the Presidency. When election day arrived Madero was a prisoner by the orders of Diaz, and the opposition melted away. After the election Madero was released, on condition that he remain in Mexico. He fled, however, to Texas, and there organized a revolt which acquired considerable force before the end of 1910. Early in 1911 Diaz, recognizing the inevitable, made numerous reforms. He was too late, for the Maderistas in the north were now confident of success; new revolts had broken out in the south, and the demand for the retirement of Diaz was beginning to be nation-wide.

The revolutionists continued to meet with military success, and the insurrection spread almost to Mexico City itself. On May 18, 1911, peace was proclaimed between the two factions, the agree-

ment calling for the immediate resignation of Diaz and a new election within six months. A week later Diaz resigned and secretly fled to Vera Cruz, where he embarked for Europe. He lived first in Barcelona, Spain, and later in Paris, where he died on July 2, 1915, alone, unmourned, almost unnoticed, a broken old man of eighty-four.

10. The Madero Government.—The elections, held in October, resulted in the choice of Madero as President. Madero's program was constitutional government and no reelection of officials, and for a time the country seemed about to settle down to a new era of peace. The followers of Zapata in the south, however, remained in arms, and several other uprisings against Madero were under way, although not fully organized. By the end of 1912 there were probably 25,000 men in arms against the Madero government. With proper organization they could have achieved their object quickly. Madero had made the mistake of acting too leniently, and had not crushed rebellion. At the same time he seemed unable to carry out the reforms, such as the division of great estates and the distribution of lands to the peons, to the extent which he had promised. Of Madero's sincerity there can be no doubt, but he was unfortunate in using harshness and mildness at the wrong times. An idealist, devoted to justice and righteousness, he

was sadly lacking in the ability to use the "strong arm" tactics which seem necessary to the maintenance of the government in Mexico.

THE FEBRUARY REVOLUTION.—In addition to his other troubles, Madero failed to win or buy the loyalty of the army. In October, 1912, an attempted revolution led by General Felix Diaz, nephew of the ex-dictator, failed in short order, and Diaz was condemned to death. Either from a false sense of his own security, or from moral scruples, or from a combination of these, Madero commuted the death sentence.

Diaz now engineered a surprise for the mild-mannered President. On February 9, 1913, the cadets of the military academy at Chapultepec revolted, liberated General Diaz from prison, and marched to the national palace to demand the resignation of Madero. The palace was strongly defended, and the insurgents finally took refuge in the arsenal, about a mile away. In the street fighting of the next week hundreds of non-combatants, including women and children, were killed. Madero called in his commander-in-chief, Victoriano Huerta, who had been winning victories over the insurgents near the United States boundary. Huerta assumed command of the forces defending the palace, and held it until February 18. On the morning of that day Huerta was Madero's

commander-in-chief; in the evening he was Madero's captor and was himself provisional President of Mexico.

This lightning change was the result of negotiations between Felix Diaz and Huerta, in which the American ambassador, Henry L. Wilson, seems



NATIONAL PALACE, MEXICO CITY

For nearly 30 years, while Diaz was President, the seat of power; then for a few years a camping-ground for a succession of presidential candidates and their soldiers.

to have had a share. The Federal army, under Huerta, went over to the rebels; Madero, his brother Gustavo, and Suarez, the Vice-President, were seized; and, on the evening of the 18th, Congress met in special session to elect Huerta provisional President. On February 23 Madero and Suarez were killed; according to Huerta, acci-

dently, as the result of an attempted rescue while the prisoners were being taken in an open automobile from the palace to the penitentiary. The friends of Madero called it murder in cold blood, and evidence was later disclosed which seemed to indicate that the two men had been tortured and killed in the palace, and that the "attempted rescue" was a device to conceal the facts.

11. Huerta, Dictator.—Huerta justified the overthrow of Madero by making charges of corruption against the late government, but neutral opinion seems to agree that Madero, a constitutionally elected President, should have been ousted by constitutional means. Felix Diaz meanwhile kept quiet, and left Huerta to bear the blame for the past and the responsibility for the provisional government. Friends of Diaz were appointed to the cabinet, but it soon became clear that Huerta was acquiring absolute power. The cabinet was soon reorganized; the presidential election, in which Diaz hoped for success, was postponed by Huerta's proclamation from July to October; and there was now a complete breach between the two leaders. Huerta also met with opposition from two other quarters, at home and in Washington.

THE COUNTER-REVOLUTION.—At home Huerta had trouble from the beginning in the northern

states. Here the demand for land reform was strongest and here the party of Madero was still in control. At the end of March this section formally repudiated the Huerta government, formed a party organization to which they gave the name Constitutionalist, and chose Venustiano Carranza, the governor of the state of Coahuila, as "first chief" of the Constitutionalist armies. During the summer there was little fighting, but by the end of the year the Constitutionalists had won numerous victories in the north, and held about half of all Mexico. In the south the bandit chief Zapata, who had fought Madero, refused to make terms with Huerta, and gradually brought his guerilla warfare within a hundred miles of the capital. Only in central Mexico, to which his armies were slowly driven, was Huerta recognized as President at the end of 1913.

POLICY OF THE UNITED STATES.—Great Britain, France, and Spain promptly recognized the Huerta "provisional administration," but the United States held aloof. President Wilson, who succeeded Taft on March 4, 1913, continued his predecessor's policy of non-recognition and non-intervention, and as months passed it became certain that no government in which Huerta was a factor would be recognized by the United States. Ambassador Wilson, on the other hand, was a strong

supporter of Huerta, and publicly announced his belief that the President should recognize the provisional government. As the two Wilsons, President and ambassador, could not work in harmony, the President finally accepted the ambassador's resignation in August. He now sent a "personal representative," John Lind, to Mexico City to negotiate for the withdrawal of Huerta from Mexican affairs. President Wilson proposed that there be a new election, at which Huerta should not be a candidate; all parties were to abide by the result of the election, and the United States would recognize and assist the new government.

THE OCTOBER COUP D'ETAT.—Huerta, far from showing any inclination to retire, asserted the legality of his position and, in substance if not in words, declined to argue the question. In October, Huerta further revealed his intentions by dissolving Congress and arresting nearly half of its members, because that body had voted to investigate the sudden disappearance of one of its members who had bitterly attacked the Huerta administration. Huerta next issued a call for a congressional election, to be held at the same time as the presidential election.

Meanwhile Huerta assumed the powers of a dictator, but he was officially informed that Presi-

dent Wilson was "shocked at the lawless methods employed" and would not recognize the new election as valid. In spite of this warning, the election was held and Huerta, though he claimed to be not a candidate, was chosen President by a large majority. The newly elected Congress met in November, declared its own election valid, but called the election of Huerta void. It then extended Huerta's term as provisional President to July 5, 1914.

12. Huerta in Difficulties.—This farcical procedure deceived no one, and the continued refusal of recognition by the United States was doing much harm. Huerta was unable to borrow money to pay the army and buy ammunition, and it was the army which was holding him in office. The Constitutionalist were winning victories in the north, and President Wilson, on December 2, told Congress that "the collapse is not far away. We shall not, I believe, be obliged to alter our policy of watchful waiting, and then, when the end comes, we shall hope to see constitutional order restored in distressed Mexico." Huerta now tried to stave off the coming collapse by pushing through new reforms, but the laws which were passed at his request were nothing but a brave pretense. The Constitutionalist armies were steadily drawing near, and the Huerta government was tottering.

13. Tampico and Vera Cruz.—Early in April, 1914, a force of 7,000 Constitutionals was attempting to take Tampico, a port on the Gulf of Mexico. On April 9, while the fighting was still in progress, a number of American sailors landed at the town, within the federal lines, and were immediately arrested. An hour and a half later, after it had been established that their errand was peaceful, merely to buy gasoline, they were released. Apologies were offered promptly by the federal commander in Tampico, and by Huerta, who also promised that the officer responsible for the arrest should be properly disciplined. These apologies were regarded as insufficient by the American commander, Rear-Admiral Henry T. Mayo, who demanded a salute of guns to the American flag. This the Mexicans refused, on the ground that the entire incident was too trivial for further discussion and that no insult to the American flag had been intended. Huerta finally consented to the salute, if the United States government would agree to return it. President Wilson declined to consider this proposition, but Huerta paid no attention to the ultimatum that the salute be fired by 6 P.M. on April 19. President Wilson thereupon asked Congress to authorize the use of armed force.

While Congress was debating whether or not to

grant the President's request, it became known that a large supply of guns and ammunition was on the way from Europe to Vera Cruz on the German steamer *Ypiranga*. To prevent the arms from reaching Huerta, the President ordered the seizure of the customs house at Vera Cruz. At half past eleven on the morning of April 21 a detachment of United States marines was sent ashore. The Mexicans at once opened fire on the landing-party, which was supported by the guns of the fleet. There was considerable “sniping” during the day, but no organized resistance, and on the next day the Mexican army withdrew, leaving the city in the hands of the Americans. A week later the city was turned over to 6,000 regular soldiers under the command of General Funston.

14. “A B C” Mediation.—Four days after the occupation of Vera Cruz—that is, on April 25—the diplomatic representatives in Washington from Argentina, Brazil, and Chile offered to act as mediators in the dispute between Huerta and the United States. President Wilson and Huerta immediately accepted the offer, and the latter agreed to a cessation of hostilities. Carranza, however, declined to consider mediation, preferring to submit the decision to arms. On May 20 representatives of Huerta and the United States

met the three mediators at Niagara Falls, Ontario. After much argument it became clear that no settlement was possible without first arranging peace between the factions in Mexico. On June 12 Carranza unexpectedly named three delegates to present his case, and the conference ended on July 1. The conference decided that:

(1) A provisional government should be established by an agreement between the delegates from Huerta and Carranza.

(2) The United States should immediately recognize the provisional government thus established, and should exact no indemnity or other satisfaction for the affair at Tampico.

(3) The "A B C" powers should also recognize the provisional government.

15. Carranza in Command.—While the mediators were in session at Niagara Falls, the armies of Carranza were steadily advancing, and by the first of July it was apparent that mediation would soon be needless. Finally, on July 15, General Huerta, realizing the uselessness of further resistance, resigned and immediately began the journey to Spain. For a month the President of Mexico was Francisco Carbajal, an eminent jurist, who negotiated with Carranza for a peaceful change of government. On August 15, General Obregon entered the capital with 15,000 Constitutionalist

troops, and, on August 20, Carranza, the "first chief," made his triumphal entry. Thus the "watchful waiting" policy of President Wilson had achieved its first aim, the elimination of Huerta, but in the course of the next few weeks the prospects of peace became more remote than ever.

The entry of Carranza into the capital, while itself peaceful, was followed by rioting and insurrection. To suppress these Carranza began a career of arbitrary arrest and confiscation of property which made Huerta's despotism seem childish. In one month over 1,000 persons were imprisoned for political reasons. The bandit chief, Zapata, who had made peace with Carranza, now turned against him because the latter did not carry out land reform according to Zapata's plans. A revolution against Carranza had already broken out in July, and in various sections the Constitutionalist generals had squabbles of one kind or another.

16. Revolt of Villa.—The most serious blow yet to come was the revolt of Francisco Villa. Villa was nominally Carranza's chief of staff, and when Carranza made the capital his headquarters, Villa remained in the north in supreme command. In the days of Diaz, Villa had been nothing but a bandit, a highwayman on occasion, and he was

said to have committed murder now and then without allowing the deed to weigh on his conscience. This man had allied himself with the Constitutionalists, and in a brief time showed himself the most brilliant of the generals. He had a large personal following, and as victory followed victory he was easily the hero of the army. Where other men failed, he, with a smaller force, succeeded.

This picturesque figure is a strange contrast to Carranza, who is an educated man, a great land owner, an aristocrat. There had been friction between the two men for months, and matters were not improved by the triumphal entry of Carranza and Obregon into Mexico City. Villa had won all the important battles, but he was left out of the new arrangements. Villa, moreover, had some cause to suspect Carranza's motives, and perhaps believed that Carranza was planning to make himself President for the next regular term. At any rate, on September 23 Villa declared war against Carranza, and stated that there could be no peace until Carranza retired from public life.

A peace conference was arranged between the two factions. It met at Aguascalientes on October 10, and from the first the Carranzistas were the minority, each delegate representing 1,000 Constitutionalist soldiers. The conference assumed supreme authority, and after many bitter exchanges of

charges and counter-charges, decreed the retirement of both Carranza and Villa. On November 2 it elected as President, General Eulalio Gutierrez, a former grocer who had become a prominent soldier. Carranza refused to accept the decree, but Villa offered to resign his command if necessary to eliminate Carranza. The latter, however, continued defiant, and, on November 11, Villa, on behalf of Gutierrez, opened hostilities a few miles south of Aguascalientes.

The lines between the Carranzistas and the Villistas were quickly and sharply drawn. Within a fortnight Carranza was forced to evacuate Mexico City, leaving the city open to Zapata and his brigands. Villa joined Zapata on December 1, and two days later the Gutierrez government was formally installed in the palace. Meanwhile the Americans, on November 23, evacuated Vera Cruz, which now became Carranza's capital by proclamation.

The situation thus became still more complex. Villa controlled the north, Carranza the south. Each claimed to be working for the best interests of Mexico, yet each distrusted the other. Villa, outwardly at least, seemed to have a better claim to the support of the law-abiding citizens. He had yielded to the wishes of the Constitutionalist Congress, although he later controlled it abso-

lutely. The Gutierrez administration was dominated by Villa, and when Gutierrez no longer pleased Villa and the other "Conventionists" he was deposed and General Roque Garza put in his place. Garza held office from January 17 to June 9, 1915, when he was deposed by the Constitutionalist Convention at Mexico City and Francisco Chazaro elected in his place.

The Presidency of Mexico had by now become an empty honor. Villa had assumed the executive power in the north, with his capital first at Aguascalientes and later at Chihuahua. Carranza remained at Vera Cruz, and Mexico City lay open to any chieftain or bandit who cared to camp there. The capture or recapture of the city ceased to have any military or political importance.

17. The Conference of Diplomats.—In August President Wilson's policy of non-interference was considerably modified. At Secretary Lansing's invitation the Washington representatives of six Latin-American republics met to consider a solution of the Mexican problem. The conference members were the ambassadors from Argentina, Brazil, and Chile, and the ministers from Bolivia, Uruguay and Guatemala. The first session was held on August 5, and on the 14th the conference addressed an appeal to the Mexican people and its leaders. This was a request that the military



THE MAKERS OF RECENT HISTORY IN MEXICO

The man who made Mexico, the men who nearly brought it to ruin,
and the men who may redeem it.

and political chiefs of Mexico agree to a truce, first establish a provisional government, and then call a general election. This appeal was sent not only to Carranza, Villa, and Zapata, but to the governors of the Mexican states and to anybody else of any influence. Villa at once announced his willingness to trust his cause to the friendly offices of the six diplomats, but Carranza rejected the proposals.

18. Recognition of Carranza.—As September passed into October it became clear, however, that Carranza's armies were rapidly gaining the upper hand. Villa was defeated several times and his forces were driven northward almost to the United States border. Here the Mexicans began raids into Texas. Neither Carranza nor Villa was able to stop these raids, and it was only when United States regulars under General Funston supported the Texas rangers that American lives and property became safe even on the American side of the border. On October 9 Secretary of State Lansing held another conference with the six Latin-American diplomats, who decided that "the Carranza party is the only party possessing the essentials for recognition as the *de facto* government of Mexico." This announcement was followed by the recognition of Carranza on October 19, 1915.

CHAPTER III

THE WAR OF THE NATIONS

19. A Tragedy of World-Wide Effect.—On June 28, 1914, the Archduke Francis Ferdinand, nephew of Emperor Francis Joseph and heir to the Austro-Hungarian throne, was paying his first official visit to the picturesque little city of Sarajevo, the capital of Bosnia. With his wife he was driving in state from the town hall, where he had been received by the mayor and distinguished citizens. As the automobile slowed down to turn a corner, a Servian student named Princip drew a revolver and rapidly fired several times. One of the bullets struck the Duchess in the side, and another struck the Archduke in the neck. Both wounds were fatal and the victims died before medical assistance could be summoned.

20. The Declaration of War.—On July 23, nearly a month after the murder, Austria issued an ultimatum in which apology and reparation were demanded from Servia. The Servian reply was called unsatisfactory by the Austrian government, and now for the first time war loomed as a possibility. For a week the telegraph wires were hot with messages

between chancellors, foreign ministers, ambassadors, kings and emperors, all ostensibly trying to prevent a general European war. On Tuesday, July 28, however, Austria declared war against Serbia, and a week later Austria and Germany were at war with Serbia, Russia, France, Belgium and Great Britain.

Not unjustly, the war has been called a war without cause or object. Yet each nation felt justified in taking the position it did, and each claimed the right of self-defense. The war may have no cause, but it has a background of explanation, which includes all European history since 1789.

21. Influence of the French Revolution.—The causes of this war go back beyond the creation of the German Empire, beyond the fall of Napoleon, to the French Revolution. The twentieth century sees no strangeness in the idea that people who speak the same language and share the same spiritual and political history should be politically united and independent. The eighteenth century, however, saw no reason for such a condition. Germans fought in the armies of George III, Englishmen and Scotchmen served under Frederick the Great, and Swiss and Italians obeyed Louis XV. The French Revolution taught the world that “men of the same nation should be brothers-in-arms to defend their liberties against the tyrant and their homes against the foreign foe.”

22. The Spread of Nationalism.—In the course of years Germany, Greece, Rumania, Servia, Bulgaria, Italy and Norway all asserted their national existence. Yet the political and racial boundaries, particularly in the Balkan nations, rarely coincide. Though the Balkan states, one after another, won independence, they were unable to free from Turkish rule many sections occupied by their fellow-countrymen. They quarreled even among themselves over their boundaries, and for years border raids were a regular occurrence. The hatred of the Balkan nations for the Turks seems no greater than their hatred of each other. But in the face of the continued mistreatment of Christians in Macedonia and Albania, the Balkan peoples nevertheless laid aside their jealousies and prepared to meet a common enemy.

23. The Turko-Balkan War.—Rebellions and massacres of their fellow-countrymen inflamed the Balkan nations to action in the autumn of 1912. On October 8 Montenegro, the smallest of the states, declared war against Turkey; Servia and Bulgaria followed on October 17, Greece on October 18.

Within one month the Turks were driven back almost to Constantinople. The Bulgarians won the great battles of Kirk-Kilisse and Lule Burgas, the Montenegrins laid siege to Adrianople, the Servians took Uskub, Monastir and Durazzo, and the Greeks

advanced on Saloniki. The campaign was carefully planned and the Balkan allies coöperated with great success.

The European powers, meanwhile, were discussing means of securing peace, and at the end of November Sir Edward Grey, the British secretary of foreign affairs, proposed that the various nations involved send representatives to confer at London. On December 3 an armistice was arranged among all the warring nations except Greece, whose soldiers were still trying to take Saloniki. The peace conference in London began on the 16th, but on January 6, 1913, the Balkan delegates withdrew in disgust at the apparent impossibility of coming to any agreement.

Hostilities were resumed early in February, and Janina, Adrianople and Scutari were soon taken by the allies after desperate fighting. In April a second peace conference was held in London at the request of the great powers, and on May 3, 1913, the treaty of peace was signed. Turkey was compelled to cede nearly all of her territory in Europe.

24. Second Balkan War.—In 1912 Servia and Bulgaria had secretly agreed to divide all territory conquered from Turkey in such a way that Servia should have a port on the Adriatic Sea and Bulgaria one on the Aegean Sea. When terms of peace were arranged at London, however, Austria and Italy protested against giving Servia access to the Adri-

atic and persuaded the powers to create an independent state of Albania. This new state was a part of the territory which Bulgaria had agreed should become Servian, but Bulgaria argued that the action of the powers should not affect the line of division which had been secretly agreed upon in 1912. Serbia was thus deprived of a large part of the territory rightly due it. Bulgaria was also quarreling with Greece, with whom it had made no treaty for division of the spoils. Rumania, which had hitherto been neutral, now demanded that Bulgaria cede a strip of territory on the Black Sea, south of the mouths of the Danube. Bulgaria declined to yield to its neighbors on any of these points, and was compelled to wage war against all of them.

The odds were hopelessly against the Bulgarians. When the Rumanian, Greek and Servian armies were all within twenty miles of Sofia, the capital, Czar Ferdinand sought peace. By the Treaty of Bucharest, signed on August 10, 1913, Bulgaria lost half of the territory it had won from Turkey and also the strip claimed by Rumania. While the Balkan states were thus fighting each other, the Turks appeared on the scene and snatched one of the prizes, Adrianople, which had been allotted to Bulgaria by the Treaty of London.

25. Four Decades of Diplomacy.—The formation of the German Empire caused a readjustment in

European politics and diplomacy which finally led to the War of the Nations. Bismarck gratified German nationalism by creating a nation and by restoring the ancient German provinces of Alsace-Lorraine. France, however, was outraged, because it regarded the provinces as French. The possibility of a French war of revenge probably influenced Bismarck to cultivate the friendship of other European nations. First Germany was allied with Austria and Russia, but when these nations became jealous of each other's influence in the Balkan Peninsula, Italy took the place of Russia in the Triple Alliance (1882).

In 1895, five years after Bismarck's retirement, Russia and France formed a Dual Alliance, on the avowed basis of opposition to German expansion. An even greater blow to German supremacy was the addition of Great Britain to the Dual Alliance, to form the Triple Entente. Thanks partly to King Edward VII, but even more largely to Théophile Delcassé, probably the greatest French diplomat of his time, the Triple Entente was formed in 1904 and formally proclaimed in 1907. Thus Great Britain joined hands with France, her most ancient enemy, and with Russia, to stop whose advances in Asia had been the aim of British diplomacy for a century.

The delicate balance of power thus established between the Triple Alliance and the Triple Entente was astonishingly sensitive to the slightest interna-



THE HEADS OF THE WARRING NATIONS

The futures of their nations are being determined by the millions of their patriotic citizens on the fields of battle.

tional disturbances. Five times in a decade Europe seemed on the verge of a great war. The first was in 1905, when Germany demanded and received recognition from France for her interests in Morocco. The second episode was in 1908, when Austria-Hungary annexed Bosnia-Herzegovina. A third crisis came in 1911, when the German gunboat Panther suddenly appeared at Agadir, Morocco. It was announced that Germany's intention was merely to protect its interests and the interests of its citizens who were affected by the revolution and disorders in the interior. The French regarded the act as a possible forerunner of a permanent occupation, and for a few days diplomatic relations were keyed to the breaking-point.

Again in 1912 Austria-Hungary and Italy prevented Serbia from securing a part of the Adriatic coast, only because Russia was unwilling to go to war. The fifth crisis was in 1913, when Austria threatened to send troops to Scutari, if the Montenegrins would not give it up. The Montenegrins, after a long siege, had taken this city from the Turks; but the powers of Europe decided that it should be given to Albania. In every one of these five crises either Germany or Austria secured its object over the protests of Great Britain, France and Russia, comprising the Triple Entente. A sixth time, however, was one too many. After the assassination of the Archduke Francis Ferdinand,

Austria's plans for punishing Servia met the steady opposition of Russia. Previously Russia had yielded under pressure; now its armies were prepared.

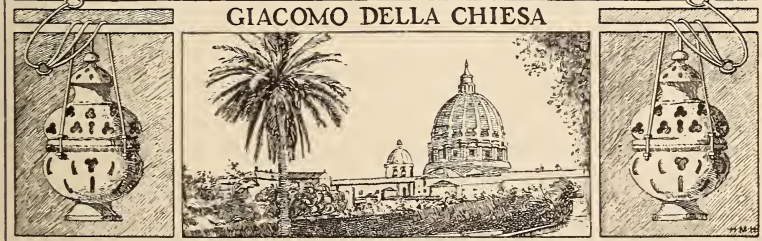
26. The Outbreak of Hostilities.—Probably the German diplomats misjudged Russia's intentions and thought that the Czar would not go to war, but they were mistaken. The German government regarded mobilization of the Russian army as a menace not only to Austria-Hungary but to the German Empire. On July 30 Germany therefore asked the Russian government to halt mobilization, a request which Russia refused. Germany declared war against Russia on August 1, Austria having already issued a declaration against Servia on July 28. Also on August 1 France ordered mobilization, and Italy, though a member of the Triple Alliance, announced its neutrality. The French government made a non-committal reply to Germany's request for information regarding France's position in the event of war with Russia, and on August 2 German troops crossed the border. The formal declarations of war were issued on the 3rd. On August 2 German troops crossed the line into Belgium, and demanded free passage. The Belgian government refused this request, and called on Great Britain for aid in maintaining its neutrality. As the German government declined to guarantee Belgian neutrality, Great Britain declared war on August 4.

27. Election of a New Pope.—The outbreak of war naturally caused Pope Pius X great anxiety, and it is probable that the war hastened his death. On the 19th his last message, a prayer for peace, was addressed to the Catholics of the world. His death occurred on the next day. The political situation demanded the immediate election of his successor. The College of Cardinals was summoned to a conclave, and on September 3, 1914, elected Cardinal Giacomo Della Chiesa as the 250th successor of Saint Peter.

The new Pope, unlike Pope Pius X, is a man of aristocratic birth and training. His father was a wealthy nobleman, who could afford to give his son the best of preparation for life. At an early age the boy determined to enter the priesthood, and in 1878, being then 24 years old, he was ordained. Even as a young priest he attracted notice, and with the friendship and encouragement of Cardinal Rampolla, rose to the position of under-secretary of state under Pope Leo XIII. Under Pope Pius he received new honors, and in 1907 was appointed Archbishop of Bologna. On May 25, 1914, at the last consistory held by Pope Pius, he was elevated to the rank of cardinal. He had already become known as a diplomat, a cool, even-tempered leader. Under the extraordinary conditions which now confronted the Church, Cardinal Chiesa's qualifications won recognition, and on the



GIACOMO DELLA CHIESA



ninth ballot he was elected Pope. He took the name of Benedict XV, and was crowned on September 8.

28. The Strategy of the War.—With powerful enemies both on the east and the west, the German-Austrian plan of campaign was to crush France first, while a comparatively small number of men held off the slow-moving Russians. To Austria-Hungary was assigned the duty of punishing Serbia and also of defending its own eastern frontier, while Germany undertook to crush France.



AN ELABORATE TRENCH

The sides are re-enforced by heavy posts, and all around are barbed-wire entanglements

Then, with France disposed of by separate treaty, the entire forces of the Teutonic powers could be turned on Russia. From a military point of view this was sound

strategy, for the first element favoring the Germans was the completeness of their equipment and the rapidity with which their armies could be mobilized. Russia, on the other hand, is a land of great distances and poor transportation facilities, where

mobilization is a slow process. Russian mobilization, unfortunately for the Teutonic allies, proceeded with phenomenal rapidity, and when the German drive against Paris had almost reached its goal, the Russian advance necessitated the weakening of the western armies to defend East Prussia from invasion.

29. The Advance Against Paris.—The first German troops crossed the Belgian border near Aix-la-Chapelle on August 2, 1914, advanced to Liège, and demanded unrestricted passage through Belgium. This was refused, and the bombardment of Liège began on the 5th. The city fell three days later. Namur, supposed to be one of the strongest fortresses in Europe, surrendered on the 27th, after a bombardment of five days. In the next ten days the German armies executed one of the most remarkable military movements in all history. A force of probably 1,000,000 men, moving in four columns, spread out from Liège and Brussels as bases. The Belgian army, which had so bravely fought the invader, was pushed aside toward Antwerp, and 100,000 Germans were left to keep it in check.

To oppose the mass of Germans moving southward was a French force of perhaps 250,000 men, and about 50,000 British. Two-thirds of the total French forces were conducting a counter-offensive in the neighborhood of Nancy, Verdun and Bel-

fort, in an attempt to reconquer Alsace and Lorraine. When the Germans turned southward from Brussels they were actually 50 to 100 miles nearer Paris than the main French armies in the south.



A SHELTERED OUTPOST

The observer is stationed near the enemy's lines, and reports to his commander the result of artillery fire. The artillery is several miles to the rear.

If the small force opposing the Germans could be crushed, or its left flank turned, the main French armies could be pinned down between the Swiss border and the rapidly advancing German right. Only by the narrowest of margins did this plan fail, for the French and the British, who formed the extreme left, fought

desperately to stave off the flanking movement and retreated straight south toward Paris.

30. The Battle of the Marne.—Along the River Marne the allied left took a firm stand, with Paris as a base. The flanking movement thus came to a halt. There remained, however, the possibility of breaking the allied center before it should be sufficiently prepared against attack. The first move

was made by Von Kluck, who commanded the German right. On September 1 he lay north of Paris. Instead of attempting to batter his way south, he turned to the east, intending to hurl his forces against the allied center. In so doing he exposed his flank to the attack of almost 100,000 men of the Paris garrison, who advanced on his right and rear on September 7. At the same time the British and French attacked his front, and only by brilliant generalship did the German right escape from this trap. Until the 10th the Germans held their line on the Marne. The German center, under Von Bülow, fought desperately to break the French center, but Von Kluck's retreat exposed the German center to a flank attack. Slowly the whole German line was compelled to retire, keeping pace with Von Kluck.

The Battle of the Marne was one of the greatest battles in history. In the number of men involved, variously estimated at 2,000,000 to 2,750,000, in the extent of the line, and in the loss of lives, it surpassed any previous battle ever fought. It marked the high tide of German invasion in France, and at the same time demonstrated the wisdom of General Joffre, commander-in-chief of the French army. Joffre sacrificed a large section of northern France to the Germans, but he preserved his own forces intact, and prevented a repetition of

Sedan, where the French were surrounded by superior forces and compelled to surrender.

31. Along the Aisne.—In spite of their larger numbers the allied armies were unable to turn defeat



A SHORT REST IN THE TRENCHES

German soldiers during a lull in hostilities. The latest newspapers from home and the beloved pipes while away the time until the French renew the attack. At the right is a bomb-proof dugout, offering protection against aeroplanes.

into rout. The Germans had prepared strong fortified positions along the River Aisne, and here they made a stand on September 11. Direct attacks at Soissons and other points along the line were costly and

proved the impossibility of driving out the Germans by direct attack. For six terrible days the allied troops attacked savagely. But these six days, though they cost thousands of lives, showed that the Germans could not be driven pell-mell out of France. For two weeks more, fighting continued along the entire front, but rather in an attempt to find a weak spot in the German lines, than

in an impetuous rush to break through at all costs.

32. The Fall of Antwerp.—It soon became clear that frontal attacks could not succeed. Just as Von Kluck had previously tried to outflank the Allies and roll their left on the center, so now the Allies tried to roll Von Kluck's lines back on Von Bülow. Three times they made the attempt, and three times the Germans extended their lines northward to meet the danger. At the end of September the German bombardment of Antwerp began, and the flanking movement of the allies also became an attempt to save the Belgian army and this fortress. The allies were unsuccessful; Antwerp fell on October 9, 1914. Most of the Belgian army, led by King Albert, escaped westward along the coast.

33. The Battle of Flanders.—In October the Germans attempted to advance along the coast to Calais, apparently with the intention of making it a base for attacks on England. For five weeks the battle raged along the canals and the River Yser. The dikes were opened and large sections of the lowlands were flooded to prevent the Germans from advancing. British warships were stationed inshore and their terrific fire drove the enemy miles from the coast. No other battle of the war was so bloody. In and near Nieuport, Dixmude and Ypres the fighting was incessant,

but in spite of the enormous masses hurled to the attack, the allied line held firmly.

34. Deadlock in the West.—For nearly a year there was a deadlock in the west. There were occasional attempts by both sides to break through



AN ANTI-AIRCRAFT GUN

A French gun, specially designed for defense against German aeroplanes and Zeppelins. The gun is mounted so that it can be turned in any direction and elevated to any angle.

the lines of the enemy, but none of these resulted in more than a local success, and many in costly defeats. In the neighborhood of Soissons and Ypres the Germans made considerable gains, and at the northern end the allies made several gains which straightened the line. One of the most brilliant actions was that of Nueve Chapelle, where

the British attacked in great force, and for a brief time threatened the German positions. The entire battle line, over 400 miles long, settled down to a condition of siege unprecedented in history. The armies entrenched, and many of the defenses became almost permanent fortifications. Advances were measured in feet, and gains of several hundred yards were announced as great victories.

35. A New Allied Drive.—Late in the summer of 1915 the allies began a terrific bombardment of the German lines from the Channel to Switzerland. On September 25 the advance began. The infantry attacks were concentrated on Ypres, Lens and a point between Rheims and Verdun in the Champagne region. For three days before the attack the bombardment increased in intensity, literally blowing the German trenches to pieces. When the infantry attack was made, 20 minutes sufficed for the capture of the ruined trenches.

While this September drive seems only a local success, it was important because at three separate points in the long battle front the allies made short gains which threatened the German lines of communication. Furthermore, it seemed to demonstrate that the German lines could be broken by an almost inexhaustible supply of men and ammunition. The French victory in Champagne was generally regarded by military critics as the

most successful piece of aggressive tactics on the western front since the German attack at Ypres in April, when the Canadian contingent bore the brunt of the attack and saved the allied line.



DEFENSE AGAINST GAS

French soldiers, wearing oxygen respirators. The gas cloud has passed over the trench, and the soldiers are awaiting the German infantry attack. One of the men is ready to throw a bomb.

36. Strategy in the East.—The eastern battlefield was the entire line from the Baltic Sea to the Rumanian border. The center of this line is Russian Poland, which juts out from Russia proper like a great peninsula. This Polish projection lies between East Prussia on the north and Galicia, or Austrian Poland, on the south. The object of the Russians, therefore, was first to drive back the Germans from East Prussia and the Austrians from Galicia. The possession of these provinces was essential to the protection of the Russian flanks.

The Teutonic allies, on the other hand, aimed to hold the two outlying provinces and use them as jaws between which the nut of Russian Poland could be cracked. The topography of the country favored the Germans, for western Poland is flat, with no obstacles to prevent the advance of armies.

37. Campaigns in East Prussia.—For the first two weeks of the war, during the German advance through Belgium, the Russians gave no trouble. The German drive through France was just beginning when word came that the Russians were advancing in force, and the western advance was weakened because troops had to be transported across Germany to meet this danger.

The westernmost point of the Polish wedge is only 200 miles from Berlin, but the Russians wisely made no attempts to advance here. The

first serious blow was struck at East Prussia. The main Russian army, moving directly west from Kovno, avoided the treacherous Mazurian Lakes, defeated the Germans in a seven-day battle at Gumbinnen, August 17-23, and drove the Germans



THE KAISER AWARDING THE IRON CROSS TO SEVEN HEROES

back on Königsberg. Another Russian army, advancing south of the Mazurian Lakes, drove two German army corps toward the Vistula. While the Germans in front of them continued to retreat, the Russians were suddenly exposed to a flank attack from a new German army hastily transported from Belgium. In command of this army

was Field Marshal Paul von Hindenburg, who was soon to prove himself one of the great generals of the war. On the last three days of August, Von Hindenburg fought and routed the Russians in the battle of Allenstein, or Tannenberg. The Russians lost 70,000 men in prisoners and the equipment of two army corps.

38. The Invasion of Galicia.—In Galicia the Russians were carrying on an offensive campaign at the same time that they were advancing into East Prussia. The central Austrian army, meanwhile, had invaded Poland, and had won the important battle of Krasnik on August 23 and the three following days. On September 2 the Russians took the Galician fortress of Lemberg, which they immediately used as a base for an attack on the main Austrian army in Poland. On a battle-front nearly 200 miles long, 1,500,000 Russians attacked and practically routed 1,000,000 Austrians. The Austrians retreated to the San River, where they tried to make a stand; but Jaroslav was lost and Przemyśl was invested, thus compelling the Austrians to retreat 80 miles farther to the Dunajec River.

39. On the Vistula.—By the middle of October the Russians had practically completed the conquest of Galicia. This was one-half of the task which they had to complete before they could advance on Berlin. But in East Prussia they had

not only failed to win a foothold; they had been driven back into their own territory. While the Russians in the south were threatening a serious invasion of Hungary, Von Hindenburg in the north launched a new offensive from Breslau and Posen as bases. The Russians rapidly retired until the Germans were in sight of Warsaw, seven miles away. Here, during the middle of October, was fought the great battle of the Vistula. With a real victory almost in their grasp, the Germans in turn were forced back by the advance of a new Russian army on their flanks. Once again, during December, January and February, the Germans advanced, but this time they were halted farther from Warsaw. In February the Russians again attempted to conquer East Prussia, but, after the terrible ten-days' battle of the Mazurian Lakes they were compelled to retire to their own territory.

40. The Russian Retreat.—The see-saw in central Poland and East Prussia at first had little effect in Galicia. During the Russian retirement in October from East Prussia there was a slackening of the Russian advance in Galicia, but the mid-winter advance of the Germans into central Poland had little effect elsewhere. In April the invasion of Hungary seemed inevitable, and the Russian army was preparing for a decisive advance. Just when the outlook for the Teutonic allies seemed

darkest, when it seemed as if nothing could stop the Russians, then came a change of fortune.

During April there raged a tremendous battle for the control of the Carpathian Mountains. Three of the principal passes were taken by the



WINTER IN THE CARPATHIAN MOUNTAINS

An Austrian supply train crossing the Uzsok Pass.

Russians, and only the Uzsok Pass was still held by the Austrians. About May 1 the tide began to turn, and by the end of May was running full. The Russians were swept back by overwhelming numbers and a terrific artillery fire against which they were helpless. It was commonly reported that the Russians were inadequately supplied with



LEADERS OF THE ALLIES

In the face of geographical separation, conflicting interests and diplomatic defeats, these leaders of the allied powers directed the greatest defensive campaigns ever fought.



Photograph of Prince Leopold Copyright by Underwood & Underwood

LEADERS OF THE TEUTONIC FORCES

Thorough preparations, a definite plan of campaign and unity of action enabled these leaders of the Teutons to achieve successes that have amazed the world.

ammunition. The Germans and Austrians retook Przemyśl on June 13, and Lemberg on June 22, and two weeks later all of Galicia except a narrow strip in the southeast was again in the hands of the Teutonic allies.

41. Conquest of Poland.—About July 16 the Germans began a new drive on Warsaw, on a vaster scale than ever before. The new drive was three-fold, from the north under Von Hindenburg, from the south under Von Mackensen and from the west under Prince Leopold of Bavaria. The German advance from three sides, though bitterly opposed, threatened to envelop the Russian armies and compelled them to evacuate Warsaw and the whole first line of defenses. The second line of permanent defenses, to which they retired in good order, included the fortresses of Kovno, Grodno, Lublin and Brest-Litovsk, the strongest of them all. This second line was far stronger than the Warsaw line, but it held only three weeks. When Brest-Litovsk fell, on August 25, it made the further retreat of the Russians inevitable. On September 2 the Russians withdrew from Grodno, the last Polish fortress to remain in their hands.

In spite of this continued retreat the morale of the Russians remained excellent, and their forces intact. The credit for this masterly retreat, from May until September, from the Carpathians

to the border of Russia itself, belongs largely to Grand Duke Nicholas, second cousin of Czar Nicholas II. The Grand Duke proved himself as great a strategist as Joffre and Von Kluck.

For reasons which are not clear, the Grand



RUSSIANS AS PRISONERS OF WAR

The fourteen-year-old boy in the foreground did not want to fight. But his father was a soldier at the front, and his mother fled on the approach of the Germans. Left alone, the boy had no choice but to starve or enlist.

Duke was unexpectedly removed from the chief command on September 7, 1915, and transferred to the relatively unimportant post of commander against the Turks. Czar Nicholas assumed supreme command. This change was apparently the signal for a more determined resistance, but the Russians

within the next month lost most of the fortified points on their third line of defense, including Vilna. The German advance, however, had been unable to take Riga, and the battle-line early in November swept in a circle around Riga toward Vilna and then southward to the Galician border. Already the change of season began to affect the campaign. The autumnal rains were creating great swamps and making progress difficult, and with the near approach of winter the line on the Dvina River seemed to hold. As the Aisne had been the battle-line in the west during the preceding winter, the Dvina now became in the east.

At the southern end of the line, in Galicia, the Russians forced the Germans back a few miles, and retook several important towns. The center of interest, however, was shifted to the Balkans, where a combined German-Austrian army, led by Von Mackensen, was driving its way through Servia. To understand the significance of this drive, one of the major operations of the war, it is necessary to summarize the earlier campaigns in this region.

42. The Austrian Invasion of Servia.—Though Servia's refusal to yield to Austrian demands was the immediate cause of the war, the little nation ruled by King Peter played a secondary part during the first year of the war. When war was

declared, Austria immediately began hostilities by bombarding Belgrade, which lies on the Danube. Fortune favored first the Austrians and then the Servians. The Austrians invaded the northwestern corner of Servia in August, and here was fought the battle of the Jader, in the week following August 16. The Austrians were badly beaten, and compelled to retreat into their own territory. In September the Servians, aided by a force of Montenegrins, took the offensive, captured Semlin, across the Danube from Belgrade, and also invaded Bosnia. This invasion was a short one. A week later the Austrians in great force again attacked, and by the first week of December were practically masters of Servia. At this time, unfortunately for the Austrians, the Russian invasion of Galicia necessitated the withdrawal of large forces from the Servian line to meet the Russians. Quick to seize their opportunity, the Servians broke the Austrian center, and drove the whole army in complete rout across the Danube.

This Servian victory ended the campaign in Servia for many months, because the Russians demanded Austria's attention and because Servia now suffered from an epidemic of typhus fever. Not only the army, but the women and children, everywhere, died by the scores. Largely through the efforts of the American Red Cross service, the

epidemic was checked, though many of the American volunteer doctors and nurses lost their own lives. Not until the autumn of 1915, nearly a year after the end of the first Servian campaigns, did this nation again become the center of interest because of the relation of the allied attack against the Dardanelles to the general Balkan question.

43. Turkey at War.—In September, 1914, two German warships, the *Breslau* and the *Goeben*, were in the Mediterranean, apparently trapped by a French fleet. In some manner they escaped, and later appeared at Constantinople, where they were reported sold to Turkey. They were given Turkish names, but their German crews remained in control. On October 29, the ships plunged Turkey into the war by bombarding Odessa and other Black Sea ports. Turkey's feeble explanation of this action was not satisfactory to Russia, which declared war against Turkey on November 5. The Turks at first took the offensive, and attempted to invade Egypt and Russian Caucasia, but made little progress. The proclamation of a holy war, which had been feared by the Allies, and had been expected to arouse the Moslems in India and elsewhere, caused only a few small uprisings, which were promptly checked.

44. At the Dardanelles.—As the winter was drawing to a close Turkey's share in the war took a new turn. British and colonial troops landed at

the head of the Persian Gulf and began a slow advance up the Euphrates valley toward Bagdad. A more spectacular event was the attempt of the Allies to force a passage through the Dardanelles to Constantinople. On February 19 there appeared



THE ENTRANCE TO THE DARDANELLES

Europe in the foreground; Asia across the straits. The forts on the hills were silenced during the first bombardment.

before the western entrance to the straits the most powerful fleet of warships ever assembled. Beside it, the great Spanish Armada would have been a fleet of toys. The British and French warships bombarded the forts for two days, and a week later renewed the attack. During March the bombardment continued without much progress. The Allies,

in fact, were compelled to recognize that the Dardanelles could not be forced by a fleet alone.

For several weeks the Turks were left in peace to repair the damages to their fortifications while the Allies prepared an expedition to land on the Gallipoli peninsula. On April 25 the fleet returned to the bombardment, and under cover of the great naval guns an allied army was landed on the tip of the peninsula.

The bravery of the soldiers, who left the warships and transports in open boats and were continuously exposed to the fire of machine guns, was one of the most stirring features of this momentous campaign. Constantinople, the ancient capital of the Eastern Empire, now held by the Turks, was attacked by Christians, who would drive the Moslems out of Europe. On the Asiatic side of the Dardanelles lie the plains of Troy, where Hector and Achilles and other heroes once fought. On these same fields, where every foot of ground is historic, the turbaned Turks and the helmeted Allies dug their trenches.

Yet the heroism of the allied troops gained them little. Fifteen thousand laid down their lives in the first few days, in the landing operations. From the tip of the peninsula to the fort of Kilid Bahr is a distance of only 10 miles; beyond this point the peninsula is not heavily fortified. But

four miles from the tip the Allies were halted, and the campaign settled down to a condition of siege like that on the River Aisne. To break this deadlock the New Zealand and Australian contingents made a landing at Suvla Bay, on the north



CONSTANTINOPLE, TURKISH OR—?

A panorama of the Sultan's capital. At the left, in the distance, is the famous Church or Mosque of Saint Sophia, completed by the Emperor Justinian in 558 A. D.

side of the peninsula, in an attempt to outflank the Turkish army and cut its communications with Constantinople. But here, too, after the landing was won at bitter cost, the Allies were unable to make much progress, although at one time they almost cut the Turkish line of communication. The

fleet was giving generous assistance, and British submarines succeeded in passing the mine fields and nets and reached the Sea of Marmora. Several Turkish transports were sunk almost in Constantinople itself. Yet the deadlock continued, and the Turks earned the praise even of their enemies for their courage.

By the middle of September, 1915, about 100,000 Turkish and allied soldiers had been killed and wounded in the battles on an area of 12 or 15 square miles. But the loss of men was insignificant compared to the fact that the Turks seemed to be running short of ammunition. Rumania, in spite of Teutonic and Turk protests, prohibited the transportation of war supplies through its territory to Turkey, and the fall of Constantinople began to seem not impossible. To prevent such an ending to the Gallipoli campaign, the Teutonic powers began a great offensive movement through Servia to establish communication with Constantinople.

45. The Drive Through Servia.—On September 25, while the Allies were gaining on the western battle front, the Austrians began to bombard Belgrade, the capital of Servia. Greece, Bulgaria, and Rumania, whose armies were now mobilized, all announced that mobilization was merely a protective measure, but it was known that Bulgaria would fight for the side which bid the higher for its

assistance. Czar Ferdinand of Bulgaria belonged to the German house of Coburg, and was wholly German in his sympathies. A further influence was his defeat in the second Balkan war, when Greece, Servia and Rumania, with the approval of Great Britain, despoiled Bulgaria of its conquests. It is certain, moreover, that Germany and Austria-Hungary promised Bulgaria an increase of territory after the war. Whatever the price, Bulgaria openly took its place against the Allies on October 5, 1915.

Rumania and Greece continued to remain neutral, although the Allies offered to cede Cyprus to Greece as the price of support. At one time, indeed, it seemed as if the war party, which was led by Venizelos, would carry Greece into the alliance against Germany and Austria. At the critical moment, however, King Constantine dismissed Venizelos, then acting as premier, and again proclaimed a friendly neutrality. The king's attitude was doubtless influenced by his wife, Queen Sophia, a sister of Emperor William II. Allied troops, however, were allowed to land on Greek soil at Saloniki, whence they advanced to attack the Bulgarians.

Bulgaria had meanwhile attacked Serbia, and had cut the single line of railway by which the Allies could advance from Saloniki to Nish, the temporary capital of Servia. In the north the Austro-German army commanded by Von Mackensen, advanced

slowly southward, and during the last week in October effected a junction with the Bulgarians at several points, thus establishing direct communication with Constantinople.

46. The Italian Campaign.—At the very beginning of the war Italy had proclaimed its neutrality and had refused to join Germany and Austria-Hungary, on the ground that its agreement as member of the Triple Alliance did not require participation in an offensive war. Here, as in the Balkan states, there was a long diplomatic battle before war was declared. Germany and Austria-Hungary agreed to cede some territory demanded by Italy as the price of neutrality. Italy regarded these offers as insufficient, and on May 24, 1915, finally declared war against Austria-Hungary. Italian troops began the invasion of Austrian territory, but for months made little progress. Trent and Trieste were the immediate objectives. In October, when Bulgaria entered the war, Italy declared war against that country and sent an expedition to Albania. On the whole Italy played an independent game, its object being the conquest of territory which Italian public opinion demanded.

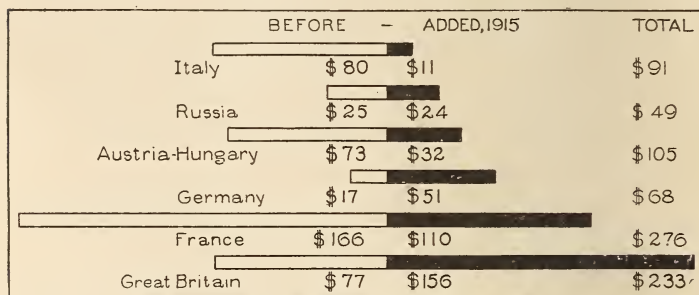
47. The War on the Sea.—During the first year of the war there were only a few minor naval actions. The great fleets were kept in hiding, and only small squadrons were sent out to annoy the enemy. A

German squadron bombarded Scarborough and the vicinity in December, 1914, but a second attempted raid was repulsed. In the South Pacific Ocean, a German squadron did much damage to shipping and sank three British warships off the coast of Chile, but was itself destroyed a month later (December) by a British fleet. The most spectacular feature of the war on the sea was the cruise of the *Emden*, a German cruiser of 3,000 tons, which sank about 25 merchant ships and several small ships of war before it fell a victim to the larger Australian cruiser *Sydney*.

One of the most startling aspects of the war was the extensive use of mines and submarines, especially in the North Sea and the English Channel, and also in the Baltic Sea, the Adriatic Sea, and at the Dardanelles. The British government early announced a blockade of Germany, with the frank intention of preventing any commerce between its enemy and neutral countries. The German reply was a submarine blockade of the British Isles, which resulted in the destruction of many merchant ships, belonging both to neutrals and belligerents. This policy culminated in the sinking of the great liner *Lusitania*, on May 7, 1915, off the southeast coast of Ireland (see SECTION 7).

48. The Fall of Germany's Colonial Empire.—British naval supremacy made it impossible for

Germany to send aid to her scattered colonial possessions, so that these, one by one, fell into the hands of the enemy in a single year. Practically the whole of the great colonial empire which Germany had built up in 30 years was seized by enemies. Germany's possessions in Africa and Asia included about 1,100,000 square miles, the most important colonies being German New Guinea, Samoa, Kiau-



WAR'S COST IN DOLLARS

The unshaded portion of each line shows the debt of the nation on August 1, 1914; the black portion is the addition to this debt made by August 1, 1915.

Chau and German Southwest Africa. Tsing-Tau, the fortified portion of Kiau-Chau, was taken by the Japanese on November 7, 1914, after a siege of nearly ten weeks. At Great Britain's request Japan had demanded from Germany the surrender of Kiau-Chau. When this demand was ignored Japan declared war, August 23, 1914. The garrison surrendered only after three of the principal forts were taken by assault.



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